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ABSTRACT

This monograph is based on research designed to (1) identify the vocabulary words introduced at each grade level by the basal reader series adopted by the Georgia Board of Education; (2) determine the extent of overlap among the books is the series; (3) compare these lists with other recognized word lists; and (4) generated a list of words for the use of elementary school teachers (Grades 1-6) in Georgia. The monograph provides ideas about how the list can be used by teachers to increase the vocabulary of their students. Techniques for improving students' memories, strategies for prereading, methods of remediation, methods of using experience-based instruction, and techniques for the use of semantic maps for vocabulary development are also explained in the monograph. (MS)

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MONOGRAPHS IN EDUCATION

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GEORGIA ELEMENTARY SCHOOL VOCABULARY

A. Kathleen Bunch

and

Kenneth M. Matthews

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Georgia Elementary School

Vocabulary

A. Kathleen Bunch
and
Kenneth M. Matthews

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Portions of this monograph were taken from *Instructional leadership: Curriculum mapping elementary school vocabulary* by A. Kathleen Bunch and Kenneth M. Matthews, a paper presented at the Eastern Educational Research Association Annual Conference in Miami Beach, Florida on February 26, 1988.

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Curriculum

Much emphasis is currently being placed on raising the achievement levels of students. The emphasis spans the entire grade structure of elementary and secondary schools from kindergarten through the twelfth grade. Even though much has been written on *effective schools* little attention has been given to curriculum development.

It has been demonstrated that student motivation is an integral part of the process of learning (Matthews, 1984). It is even becoming accepted that the assessment of motivation may be a worthwhile endeavor (Matthews & Brown, 1988; Matthews & Chan, 1980). However, curriculum development has not received the same attention in the literature that has been placed on such nebulous concepts as motivation. As has been clearly pointed out, high levels of motivation and excellent teaching strategies may improve learning but not necessarily test scores (Matthews, 1979, p. 60).

The essential first step in designing strategies for improving test scores is the development of curricula. This is not any less true for vocabulary than it is for mathematics or the other academic disciplines. Yet, as will be demonstrated in the following pages, identifying appropriate vocabulary curriculum requires more time than is traditionally available to classroom teachers. The efforts of elementary school teachers to identify appropriate words to include in their curricula have frequently resulted in frustration. One of the more frustrating realizations in that the vocabulary content of the basal reader series of the different publishers varies considerably. Another is the lack of consensus on which of the various lists of words is most appropriate. But, most frustrating of all, is the inability to secure an inclusive list of words from test publishers that can reasonably be integrated into existing curricula.

The feasible choices available to elementary school teachers are to rely on the basal reader series adopted by the local board of education or to supplement this content with words from recognized word lists such as the *Dolch Word List* (Dolch, 1941). The results of our research show that neither approach is adequate.

The objectives of the research were (a) to identify the vocabulary words introduced at each grade level by basal reader series adopted by the Georgia Board of Education, (b) to determine the extent of overlap among the series, (c) to compare these lists with other recognized word lists, and (d) to generate a list of words for the use of elementary school teachers in Georgia.

Basal Readers

Five basal reader series, adopted by the Georgia Board of Education for public elementary schools, were examined to identify the words presented at each grade level. The five series examined were published by Houghlin-Mifflin (1984), Macmillan Publishing Company (1980), The Economy Company (1986), Harcourt-Brace-Jovanovich, Incorporated (1983), and Scott, Foresman and Company (1983).

When the words introduced by these five reading series were compared considerable overlap was found for the first three grades. For example, 520 of the words introduced in grade one were introduced by more than one reading series. Words presented by more than one reading series included such common words as *box, boy, bread, break, breakfast, bright, bring, brother, brown,* and *bug.* However, other common words such as *branch, breathe,* and *brush* were introduced by just one basal reader in grade one. Yet all three of these words were introduced by two or more basal readers in grade two. By this example one could get the impression that there is general agreement on which words should be presented with differences being the grade level in which they are presented. Such is not the case.

The word *case* was presented by one publisher in grade one, by another publisher in grade four, and another publisher in grade five. Thus, of the five series, three introduced the word *case* but two did not and no two publishers introduced case at the same grade level. The dilemma for teachers is this--Should the word *case* be taught? and if it should be taught, should it be taught in the first grade, the

fourth grade, or the fifth grade? If teachers rely on the basal readers for their vocabulary curriculum the answer will vary from "No. It shouldn't be taught." to "Yes it should be taught in grade one, grade four, or grade five."

Whereas 520 of the words introduced in grade one were introduced by more than one publisher, only 361 of the words presented in grade two were presented by more than one publisher. Only 304 of the words in grade three, 341 of words in grade four, 192 of the words in grade five, and 177 of the words in grade six were presented at that grade by more than one basal reader series. On the average, teachers who rely exclusively on one basal reader series for their vocabulary curricula for a particular grade level will expose their students to less than 20% of the total number of words introduced by the five series at that grade level. (The percentage is higher for the first grade, but is less than 20% for grade two and less than 10% for grades three, four, five, and six).

If test publishers chose to use any one of the five reading series as the body of words for testing, the odds would be very high that any of the other series would be an inadequate basis for improving vocabulary test scores. If one chose to integrate the vocabulary from all reading series for each grade into the existing curriculum then the task would become particularly burdensome. For example, attempting to teach the more than 3,000 words presented in the basal readers at the third grade level to third grade students would infringe greatly on the time available for the other academic disciplines.

We considered two methods of integrating the words without placing too much burden on teachers. The first method considered was to only select words for each grade level that were introduced by two or more publishers for the grade. This method was rejected because the chances were considered to be high that many of the words used by test publishers would be missed. To illustrate--only 1,895 words would be included for grades one through six with more than one-fourth of these being in the first grade and less than 10% in the sixth grade.

The second method considered was to include any word introduced by any of the five reading series. A minimal approach would have been to select the highest grade level that a word was introduced as the appropriate grade. If this approach were taken then the word *case* would have been a fifth grade word because that was the highest

grade in which it was introduced. In like manner *such* would be a fourth grade word. A more accelerated approach would be to place words into the curriculum at the grade of earliest introduction. In this manner, both *case* and *such* become first grade words because they were both introduced for the first time in the first grade. The accelerated approach was chosen.

Using the accelerated method of developing elementary school vocabulary curriculum, teachers can be assured that they are introducing individual words at the earliest grade of introduction by any of the five basal reader series. The next question considered was--How inclusive is this accelerated list of words? To investigate this question we compared the accelerated list with other recognized word lists.

Other Word Lists

The word lists chosen were the first 1000 words of the *Instant Word List* by Sakiey and Fry (1979), the *Great Atlantic and Pacific Word List* (Otto & Chester, 1972), and the *Basic Skills Word List* (IOX, 1980). When the accelerated basal word list was compared with the other recognized word lists several things became evident: (1) the accelerated basal reader word list was not inclusive and (2) the grade level of earliest introduction sometimes differed greatly from the *Basic Skills Word List.* (The *Basic Skills Word List* is presented by grade level but the *Instant Word List* and the *Great Atlantic and Pacific Word List* are not.)

Whereas the *Basic Skills Word List* considers *absorb* a fifth grade word, it was not introduced by any of the basal reader series. Similarly the *Basic Skills Word List* shows *acorn* as a fourth grade word, *baggage* as a third grade word, and *bruise* as a fifth grade word. These words were not introduced at any of the six grade levels by any of the five basal reader series examined.

The *Instant Word List* of Sakiey and Fry does not include *absorb, acorn, baggage,* or *bruise* either. If one assumes that these words are appropriate for instruction in the elementary grades then neither the basal reader series nor all five of the basal series supplemented by the *Instant Word List* would be adequate. However, *adjective, factors, numeral, suffix,* and *tone* appear on the *Instant Word List* but are not introduced by any of the five basal reader series. Therefore, if an

inclusive, accelerated vocabulary curriculum is desired then the basal readers **and** other word lists are needed.

To illustrate how little agreement exists between the basal-reader series and the other word lists used in this research, two composite lists were produced and compared. One list included all the words introduced by more than one basal reader series at each grade level. The other consisted of words included on more than one of the other lists. When these two lists were compared for grade one, 225 words appeared on both lists. In grade two, only 44 words were included on both lists. Twenty-five words in grade three, 12 words in grade four, and 1 word in grade five appeared on both lists. No words were common to both lists for grade six.

The Final List

The final list of words was developed by modifying the lists of words developed from the preceding steps. The process of modifying the words involved the following steps:

(1) All proper names were removed from the lists.

(2) When root words were presented only in conjunction with word endings the word endings were removed except in those cases where the endings could change the meaning of the word such as brace and braces or build and building or when the suffixes were needed for pronunciation or proper meaning such as *downstairs* or *farsighted*.

(3) When both the singular and plural forms of nouns were presented at a particular grade level only the singular form was used for that grade level.

(4) All the words appearing only on the *Instant Word List* were placed in the third grade list except for the word *adjective* which was placed on the second grade list because of existing language arts curricula.

(5) Words were always assigned to the lowest grade they were introduced by the basal reader series

even when they appeared on the *Basic Skills Word List* at a higher grade.

(6) Words that appeared on only the *Basic Skills Word List* were assigned to the grade level indicated on the *Basic Skills Word list.*

(7) Words and terms such as *e pluribus unum, great-tusked,* and *smokeshed* that were not reported in Webster's *Third New International Dictionary* were omitted from the final lists.

A comparison of the number of words at each of the grade levels reveals that of the 6918 words there are 876 words identified as first grade words, 912 as second grade words, 1384 as third grade words, 1380 as fourth grade words, 1241 as fifth grade words, and 1125 words identified as sixth grade words.

Importance of the List

It would be desirable to say that if the words included on recognized word lists and those introduced by reputable publishers of basal reader series were taught, then one would have taught the words included on norm-referenced tests. However, until norm referenced test and textbook publishers arrive at a definitive list of agreed-upon words, the statement cannot reliably be made.

A stronger case can be made for the use of these lists as the Statewide Curriculum for the Georgia Criteria Referenced Tests. First, the list includes words from reading textbooks adopted by the state of Georgia; second, it supplements these words with words from recognized word lists; and third, the lists are inclusive enough that *teaching for the test* cannot be dismissed as an *unethical shortcut.*

In any case, strong logic supports the use of the *Bunch Elementary Word List.* First, the *List* includes more than 90% of all the words elementary students will encounter. Therefore, teaching these words will provide elementary students with the vocabulary base for reading the vast majority of the literature appropriate for children of this age. Second, if students are able to read most of the words they experience in textual material it is easier for them to derive meanings for unknown words from the context of the passage. Third, the *List*

can be accommodated into existing curricula with minimal disruption. The existing vocabulary curricula would simply remain intact, but supplemented with the *Bunch Elementary Word List.* For example, if the Economy series is used in a particular school some of the words on the *List* are already taught. The task would be one of simply including the other words on the *List* into the Economy series curriculum.

Because the list for each grade is reasonably short and was developed from the texts of basal reader series and recognized word lists, the task of accommodation should not be prohibitively difficult. There should also be ample opportunity for individual teachers and school faculties to provide students with other vocabulary words beyond those included on the list for a particular grade. Those students who master the vocabulary words for their assigned grade level could be taught the words on the lists for the next higher grade. In fact, many students could easily master all of the *Bunch* words prior to promotion in the sixth grade.

Instruction

This chapter provides ideas about how the *List* can be used by teachers to increase the vocabulary of their students. The research base for some of these ideas will also be reviewed. However, it is important that teachers always use their judgments in choosing the methods to be used.

Teachers should take advantage of the fact that they have the most intimate knowledge of their classroom needs. No script in the textbook nor any list of *good practices* will take the place of the expert judgments of classroom teachers when evaluating the needs of their students. Methods of improving students' memories, strategies for prereading, methods of remediation, methods of using experience-based instruction, and methods in the use of semantic maps for vocabulary development are explained in this chapter for the consideration of teachers. In addition, ideas reported by experienced teachers are included as supplementary teaching methods.

Types of Vocabulary

The *World Book Encyclopedia* (1981) defines vocabulary as "the total number of words in a language. It is also the collection of words a person knows and uses in speaking or writing. The range of a person's vocabulary is a clue to his culture, education, and general intelligence."

Vocabulary can be classified as either active vocabulary or passive vocabulary. Active vocabulary includes those words actually used in speaking and writing. Passive vocabulary is a vocabulary of recogni-

tion. These are words that are understood when reading or listening to others, but are not words actively used.

Vocabulary and Reading Comprehension

It should be emphasized that both active and passive vocabulary are used in reading. When either the active or passive vocabulary is increased both reading ability and comprehension are also increased. Davis (1972), Johnson, Toms-Bronowski, and Buss (1983), and Spearritt (1972) all noted that comprehension is the ultimate goal of reading and that the close relationship between vocabulary and comprehension suggests that building vocabulary is one of the major responsibilities teachers face.

Program Evaluation

Teachers should take a leadership role in evaluating the programs of reading and vocabulary development in their schools. Does the program meet the needs of students? The results of standardized tests and teacher-made tests will point out obvious weaknesses. An evaluation of classroom practices can provide clues as how these identified weaknesses can be overcome. It is through this program evaluation that the teacher becomes the one in charge of his or her students' learning. The following findings of researchers are offered to provide a focus for teachers as they evaluate programs.

Sorenson (1986) examined the use of prepared basal reading programs and their influence on the form and content of the vocabulary instruction that accompany the teaching of reading. Her findings revealed flaws and misconceptions about words and the nature of vocabulary learning in basal reader programs. She found six consistent misconceptions among basal series: (1) All words are equally learnable, (2) Pronunciation is the object of vocabulary instruction, (3) Words have only one meaning, (4) Teaching a word insures that it has been learned, (5) Mentioning words is sufficient for learning, and (6) Older readers need little or no direct vocabulary instruction. These misconceptions are addressed below.

1. **All words are equally learnable**. On the contrary, Sorenson stated that those words that are highly relevant to the child's ex-

periences are much easier to learn than those unrelated to their experiences. From as early as 1937, researchers have agreed that experience is the cornerstone of vocabulary development (Horn, 1942; McKee, 1937; O'Rourke, 1974; Petty, Herold, & Stoll, 1968; Stephens, 1956; Tinker, 1952). However, it is still easy to find teaching methods that do not make use of the experiences of students in learning.

As teachers evaluate their reading and vocabulary programs, they should look for practices that reflect these differences in word difficulty based on the background and experience of students. If the program does not do this, methods should be incorporated that provide supplemental instruction for those words that students are unfamiliar with.

2. **Pronunciation is the object of vocabulary instruction**. Some texts, according to Sorenson, emphasize phonetic analysis whose major outcome is word pronunciation skills without the understanding of the concepts. A stronger program would allow for students to recognize the words in context with teachers monitoring for understanding.

3. **Words have only one meaning**. Discussing words in relation to a single context does not allow the student's mind to be creative when encountering such phrases in reading as "After seeing what his sister had done to his science project, he was boiling!" Once again, the analysis of the word in context and discussion of how the word contributes to the meaning of larger segments of text should be used in all reading programs.

4. **Teaching a word insures that it has been learned**. Gates (1930) found that the number of repetitions necessary to master a word is directly related to a student's level of intellectual functioning. While some students master a word in one teaching, others may need as many as three times the teaching for mastery. Teachers should periodically reassess students' knowledge of words previously taught. Sorenson suggested building the needed repetition into the reading program.

5. **Mentioning words is sufficient for learning**. The vocabulary portion of reading programs should be carefully examined to determine if the reading vocabulary is linked to follow-up activities such as comprehension questions, workbook pages, and worksheets.

Words that are conceptually more difficult should naturally be given more attention than vocabulary that is easily learned. If the vocabulary words are not being addressed in the materials used with the class, this would be a good development project for teachers. A group of teachers working together could divide the project into sections and easily prepare additional assignments that would reinforce the reading vocabulary.

6. **Older readers need little or no direct vocabulary instruction.** Some reading programs assume older readers have achieved independence in vocabulary skills and give very little vocabulary instruction. Teachers should check the skills their older students already have and then continue to guide them in their vocabulary learning. Students who do not have independent vocabulary skills will quickly demonstrate this weakness to the teacher who is constantly monitoring their learning.

Creative teachers can take these suggestions from Sorenson and others, along with suggested activities that follow, and develop an outstanding vocabulary program.

Improving Memory

Because vocabulary learning involves the use of memory skills, it is helpful for teachers to begin with some background in how to strengthen their students' abilities to remember. Berry (1980), in a report of research on linguistically handicapped children, stated that the secret to all memory techniques is overlearning. Researchers in the area of vocabulary development agreed with Berry when they stated that the best vocabulary programs stress the need to provide many repetitions of the words, and ways of making these repetitions meaningful (Anders & Bos, 1984; Beck *et al.*, 1979; Hansen & Alfours, 1982; Wixson, 1984). Repetition need not be boring. Creativity on the part of teachers can make repetition interesting and enjoyable.

Ideas for increasing memory skills, adapted from Berry's (1980) suggestions, follow:

1. In order for students to clearly understand a concept, they must begin with clear definitions. Categorization should then follow, in

which students put together those items that belong together and arrange them in a logical order.

2. Students learn better when immediate rehearsal accompanies input. This should be a re-creation of the original word. This is where creativity and varied activities from the teacher are extremely useful.

3. Networking, or for example, *narrative chaining* in a story that allows students to recall events aids their memory. (This is similar to the semantic mapping technique described later in this chapter.)

4. Developing a mental picture along with physical participation enhances retention. Teachers can develop exercises in which the word or situation is described or acted out by the student.

Such activities as these are intertwined in vocabulary research and methods of teaching. If these and similar methods are employed frequently by teachers, vocabulary learning can become much more effective than a routine performance of the activities presented in the basal readers.

Pre-Reading Strategies

Background information is given, new knowledge is related to existing knowledge, purposes for reading are determined, and significant vocabulary terms are pretaught all during the pre-reading stage (Smith & Robinson, 1980). Strategies for pre-reading, according to Readence (1981), are of two types; vocabulary strategies and prediction strategies. Wood and Robinson (1983) devised a pre-reading strategy based on the findings of Readence's (1981) and others' research called the *VLP* (vocabulary, language, and prediction) approach to pre-reading. This approach provides a means for pre-teaching vocabulary which uses oral language activities to reinforce each word's structural and semantic characteristics and uses the vocabulary as a basis for predicting what might happen in a reading selection.

Seven steps are involved in the Wood and Robinson (1983) *VLP* strategy which can be adapted to any word list or basal series. The steps are given below.

A. Vocabulary Preparation

1. The selection to be read is examined to determine which words are more important or those which will be difficult for students to learn.

2. The skill to be emphasized as well as review skills from previous lessons should be clear to the teacher. The teacher then chooses strategies that use these skills in association with the vocabulary words.

3. The selected vocabulary words are then placed on flash cards with page numbers in a corner. The page number allows the teacher to cover only the words that will be presented on the pages the students will read that day. These can later be filed for convenient use in review.

4. The vocabulary flash cards are displayed in front of the students. The students are told to look for these words in the reading selection.

B. Preparation for Language

5. The teachers asks the students to point to the vocabulary flash card that answers a teacher's question or fill in the blank in an oral statement made by the teacher. The teacher asks questions about structural and conceptual elements of each word. Skill areas identified in step 2 are emphasized using the vocabulary words on the flash cards. The following are examples of how the words can be used in specific skill areas:

a. Synonyms: Which word means the same as *merchandise*? What is another word for *goods*?

b. Antonyms: Which word means the opposite of *evening*?

c. Categorization: What words describe feelings? Give them a label.

d. Homonyms: What is an entirely different meaning of the word *ground*?

e. Context: Give a sentence using the word *grotesque*?

f. Dictionary Usage: Using your dictionary, find the definition of *honor* that fits in this sentence: "Mary will honor her partner in the next dance step."

g. Parts of Speech: Which words describe something? Which words show action?

h. Structural Analysis: In which words do you find the same sound of *e* as in *egg*? Which words end like *apparently*?

C. Preparation for Prediction

6. Now that students understand the vocabulary words, they should be asked to predict what the story may be about, or anticipate what may happen next based on the words already studied. The following are examples of ways predictions can be used in different ways:

a. Characterization: Which words probably tell you about the main character?

b. Setting: Which words tell you where the giant lives?

c. Mood or feeling: Do any words tell you about the mood or feeling of the story?

d. Reality/Fantasy: Do you think the story will be realistic or a fantasy? Which vocabulary words support your answer?

e. Events/Outcomes: Which words give clues about the events in the story?

7. The students predictions are then recorded on a chart or on the board to be confirmed, modified, or rejected as the selected passages are read.

These pre-reading strategies set expectations for the students. They also provide practice in skills of evaluating words from different perspectives. The skills developed will be further refined and used by the students as they become more independent readers.

Remediation Methods

In beginning a remediation program, Ekwall (1976) stated that there is no substitute for reading widely. The teaching of specific words in isolation or the use of the dictionary to learn words accounts for only a very small percentage of the total meaningful vocabulary of adults. Therefore, Ekwall stated that it is not necessary to *teach* every new word in that many words will be learned through context. Other research supports Ekwall in the area of reading comprehension. It has been found that reading comprehension may actually decrease when too much attention is given to word accuracy while reading. Smith (1979) labeled this decrease in comprehension as *tunnel vision*.

Ekwall (1976) gave several ideas for beginning a remediation program through wide reading. Some of these ideas have been adapted and presented below:

1. Break your students' habits of skipping unknown words. Call attention to new words by using such games and contests as the following:

   a. Give a group of readers the same passage. Have them compete to see who can find the most words within the passage that the others do not know.

   b. Write new words as they are encountered on 3 inch by 5 inch cards. Also include the original sentence in which the new word was found. Then ask the student to look up the word in the dictionary and record the definition. At the end of the week, these cards can be discussed with groups of students.

2. In beginning vocabulary instruction using contextual clues, use sentences that contain obvious clues to the meaning of the word. For example, "The pain was more than I could bear. It was absolutely excruciating." Use examples directly from the student text as well. Training in the use of contextual clues for meaning should continue over a long period of time with exercises designed to reinforce the skill.

3. Use the dictionary in conjunction with other techniques. Ekwall (1976) found that in evaluating students immediately following a one-hour period of work on word meaning with the dictionary, students were able to accurately recall the meanings of only about 20% of the words.

4. Make charts showing the new words to be learned. Below each word, tell how the word was used in context the first time it was encountered. Review the charts regularly and have students use the words on the charts in a sentence. Continue to review these charts until all the words have been mastered.

5. When studying any new words, emphasize the meanings. Have the students use a different sentence than the one in which the word was originally encountered.

6. Set aside a specific time for word study. New words should also be studied whenever they are encountered, but setting aside a specific time for study will increase the students awareness of new words.

7. Encourage students to think of synonyms and antonyms for new words as they are encountered. Crossword puzzles can help increase students' knowledge of synonyms.

8. Make certain that students know how to use the glossaries in their textbooks. Practice exercises in the use of the glossaries should be routinely provided.

9. The following prefixes are ones that tend to have meanings in conjunction with root words that most students, will likely learn. Teaching the meanings of these prefixes and giving students practice in their use would be helpful in any vocabulary program:

re (back or again)

un (not)

en (in, to make, put into)

ex (out, forth, from)

de (from, away, from off)

com (with, together)

dis (apart, away from)

in (into)

in (not)

pre (before, prior to)

sub (under)

These techniques are but a few of the ways teachers can improve vocabulary learning. Careful observation of students' written and oral responses allows teachers to know when remediation strategies are needed.

Experience-Based Instruction

Experiential vocabulary techniques are generally accepted to be the most effective methods of teaching. Gipe (1980), Duffelmeyer (1980) and Beck, *et al.* (1982) all found vocabulary programs that are experience-based resulted in higher scores on vocabulary tests. Duffelmeyer (1985) suggested some teaching strategies in which experience-based vocabulary instruction could proceed. The following illustration is an adaptation of his strategies. The strategies are divided into planning phases and teaching phases. What the teacher should do prior to interacting with the students is the planning phase. The teaching phase is the actual interaction between the teacher and the student.

A. Synonyms

Planning. A word is selected that is to be taught. A simple synonymn is found for the word. Several familiar examples that illustrate the concept as well as a sentence containing the word are prepared.

Example:

Word: exhaustion

Synonym: extremely tired

Examples: after a race; after a test; after a long hike

Sentence: After running the 26-mile marathon, I was facing exhaustion.

Teaching. The teacher presents the word and synonyms and asks if there are other synonyms that the students can think of. Any synonyms presented by students are discussed. The sentence is read by the students using the selected word, as well as its synonyms. A discussion of the sentence and the meaning of the word in the sentence follow.

B. Positive and Negative Cases

Planning. A word is selected that is to be taught. A simple definition is decided upon as well as both a positive and negative instance of the concept.

Example:

Word: rise

Definition: to move upward

Positive instance: temperature increasing

Negative instance: water falling down a waterfall

Teaching. The teacher introduced the word and the definition. The positive and negative instances are also presented. Students are asked to give other positive and negative instances of the concept.

C. Example and Definition

Planning. A word is selected that is to be taught. A two sentence paragraph in which the first sentence contains the word and the second sentence is a simple definition is written.

Example:

I had searched the cupboard for the peaches I was craving. I also had a strong desire for ice cream.

Teaching. The word is displayed to the students and pronounced. The students are then asked to read the paragraph silently and tell what the word craving means to them. Other examples of cravings could be cited. The students could be asked what cravings they have had.

D. Definition and Use

Planning. Several words are selected to be taught. For each word, a simple definition and a sentence fragment containing the word are prepared. All of the material is organized into a worksheet and distributed to the students.

Examples:

1. environment: surroundings

   Some items that I see in my immediate environment are _____.

2. leather: animal skin used for clothing

   I went to the store and chose the following leather items: _____.

3. observe: to watch

   We went to observe the clowns at the circus. They were doing these things: _____.

Teaching. The teacher directs the students to each word, definition, and sentence to complete. Students are asked and encouraged to share the endings to their sentences. Questions should be presented to students like "Why do you think this can be included as part of your environment, *etc*?"

All of these strategies allow students to relate new words to their experiences. This gives a more concrete base for the building of

vocabulary. In addition, as mentioned previously when discussing memory skills, using actual experiences of the student allows for better retention of material.

Semantic Maps

Semantic mapping is a technique of teaching word meanings which allows the student to visually picture a definition (Johnson & Pearson, 1984). The teacher chooses a key word from material that students will read. The key word is then listed on the board or on a handout and the teacher encourages students to suggests terms associated with the key word.

Three categories of relationships are used in word maps: (1) the general class to which the concept belongs, (2) the primary properties of the concept and those that distinguish it from other members of the class, and (3) examples of the concept. To assist elementary students, this can be simplified to (1) What is it? (2) What is it like? (3) What are some examples? (Schwartz & Raphael, 1985). Figure 1 demonstrates a blank semantic map; Figure 2 demonstrates a completed semantic map:

The teacher and the students discuss the key word and related words in detail. This discussion is the key element in the effectiveness of semantic mapping according to Stahl and Vancil (1986). This is because it forces children to process word meanings actively, showing more understanding than is commonly revealed on worksheets. Students must be prepared to answer at any time requiring continuous processing of the lesson in their minds. It also allows the teacher to better assess prior student knowledge, to better clarify misunderstandings, and to tailor instruction precisely to student needs.

Semantic mapping is an excellent way to actively involve students in vocabulary learning. It has produced significantly higher vocabulary learning when compared to a control treatment with intermediate grade children (Johnson, Toms-Bronowski, & Pittelman,1982; and Johnson *et al.*, 1984) and has been found equally effective in homogeneous small groups and in heterogeneous whole classes (Pittelman, Levin, & Johnson, (1985). The active attentiveness required by the mapping process generally promotes learning and long-term retention.

Figure 1

Word Map

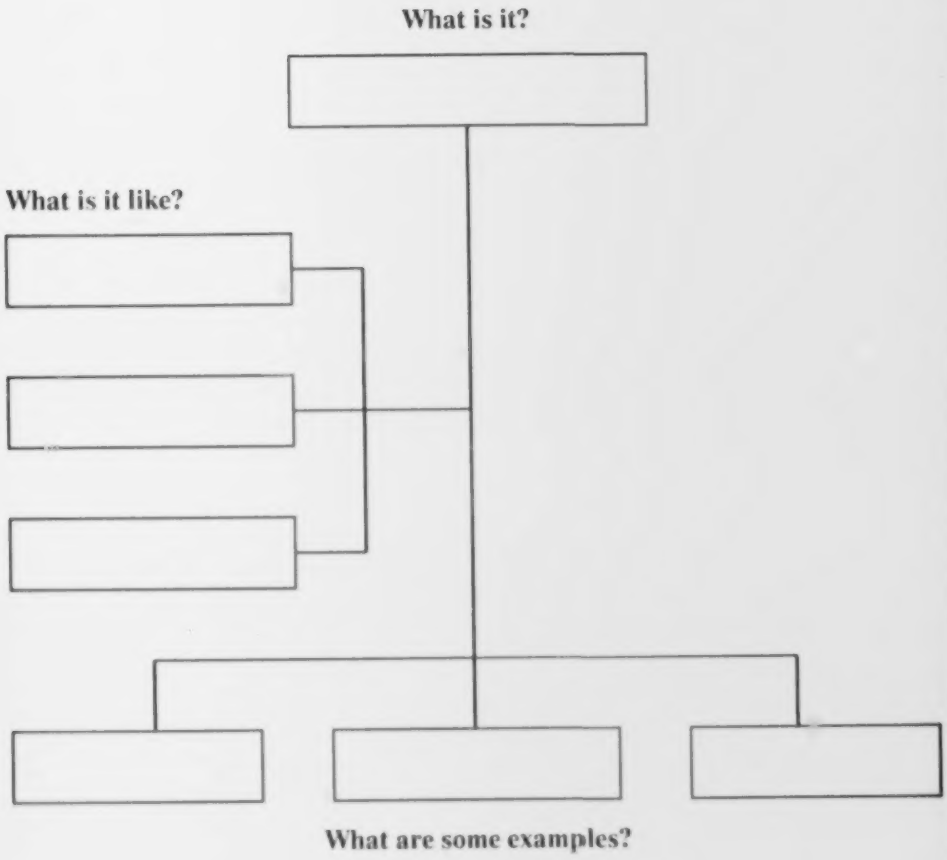
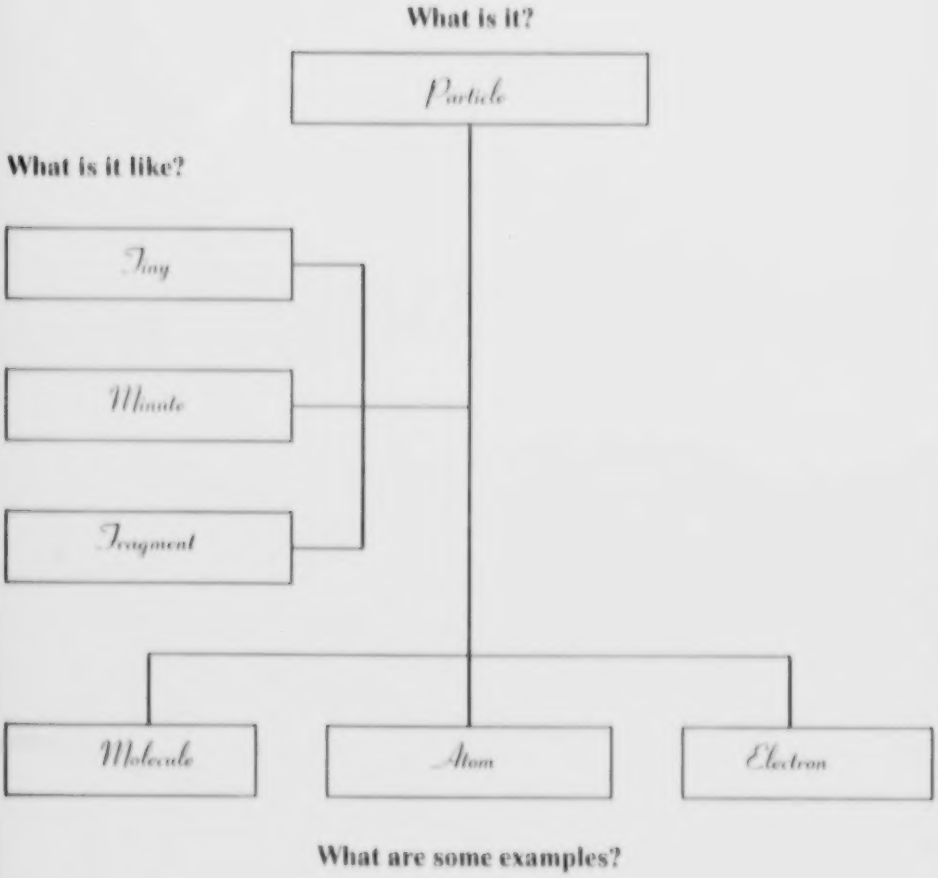


Figure 2

Completed Word Map



Ideas from Teachers

The best place to find what works with students is to go to the teachers who are actively involved with them daily. The following are vocabulary activities that teachers have found to be helpful in teaching their students.

Stimulating Speech

These ideas are appropriate for use throughout the day, not just during the designated reading or vocabulary time.

1. **Questioning:** When questioning students, ask open-ended questions to encourage creative responses. Try to avoid questions that require only a yes or no answer. Encourage students to ask questions of each other as well as to you.

2. **Naming:** Have students name things in their environment. Have the student name things you describe that may not be present in the classroom. Help your students learn that some things may have more than one name; that they can give their own names to things (for example: naming a drawing, nicknames, a class pet, *etc.*).

3. **Describing:** Give students opportunities to describe what they have done, felt, seen, tasted, *etc.* Have them describe textures, shapes, sizes, *etc.*

4. **Sequencing:** Ask students to make up stories. Encourage those who tend to be less verbal to add to the story, repeating what was said before.

5. **Same and Different:** Have children put into words why things are the same (similar) or different.

6. **Sounds:** Give children the opportunity to say individual sounds, to discriminate among similar sounds, and to blend sounds.

7. **Voice:** Allow students to experience and experiment with changes in rate of speaking, loudness, and pitch.

8. **Expressing Ideas:** Set up class rules that will allow children to express ideas freely.

Using Word Lists

There are many ways lists of words can be used by teachers to help students learn (and retain) vocabulary. The following types of activities have all been used successfully.

1. Alphabetizing
2. Categorizing
3. Matching Vowel Sounds
4. Matching Beginning Sounds
6. Using Synonyms
7. Using Antonyms
8. Identifying Rhyming Words
9. Forming Alliterations
10. Syllabication of Words
11. Identifying Digraphs
12. Identifying Dipthongs
13. Using Homonyms
14. Making Sentences from Words on the List.

Developing Sight Vocabularies

The following are offered as guidelines teachers should consider when they attempt to teach students instantly recognizable sight words.

1. Select words from materials appropriate for the student's level of reading.

2. Emphasize contextual clues when teaching new words.

3. When students hesitate to say a word, help them use word recognition skills rather than telling them what words are. Allow enough time for students to think. Don't be in a hurry.

4. Introduce no more words than the student can handle at one time. Limit assignments to a maximum of five words. Don't send words home until the child has mastered them at school. Homework should be limited to opportunities to use the newly learned words.

5. Teach words in context. If they are pulled from context for emphasis, put them back into context before the close of the instructional session.

6. Guide students into noticing distinguishing characteristics of a word that may be causing difficulty such as general length, beginning, ending, *etc.*

7. Avoid the early use of configuration as a clue unless the word has a distinct configuration that is not likely to be confused with other words.

8. Teach for mastery, but do not expect mastery in one session. Mastery comes with repeated practice.

Tutoring

Learning vocabulary can be fun when students teach one another. Have each student select several words to teach using pictures, records, collages, *etc.* for reinforcement. After one student has taught a set of words, he or she switches roles with his or her partner.

Snap-a-Word

Vocabulary can be increased by taking snapshots of familiar objects and/or people. Then the appropriate word is attached to the snapshot and placed on small cards to be used as flashcards.

Word Exchange

Have students exchange 3 inch by 5 inch cards on which they have written a vocabulary word recently learned on the front of the card and the meaning of the word on the back of the card. When students receive cards, they try to identify the new word and use it in a sentence without looking at the meaning on the back of the card. Points are given for each word successfully used in a sentence without looking at the meaning. The student with the most points wins.

Bulletin Board

A portion of the bulletin board is devoted to a list of coded words on one half and interesting pictures (similarly coded) on the other half. The idea is to match the word with the correct pictures. For example, the word *orthodontist* could be matched with a picture of an orthodontist putting braces on a child's teeth.

Word-a-Day

Students keep a personal word definition list from new words encountered in their reading. Each day one or two students present words from their list to the class. They write each new word on the board, read a sentence or the context in which the word was found, define the word, and explain its derivation. Charts listing the students' words should be kept in the classroom for review.

Word Association Cards

Make word association cards by placing the vocabulary word on one side and the definition on the other. The student first studies both sides of the cards, then goes through the cards either independently or with a partner, reading the word and attempting a definition. The cards are then stacked in an *I Don't Know* pile and an *I Know* pile. The student then goes back through the *I Don't Know* pile until there is more mastery. The cards should be shuffled and the game played many times over a period of a few days of weeks. If the student has a majority of the cards in the *I Don't Know* pile from the beginning,

the game will be frustrating. Therefore, include enough words the students will have already mastered so that they have more success than failure the first time they go through the cards.

Vocabulary Word-O

Students play Word-O like regular bingo except there are 25 words instead of numbers. Use 8 1/2 inch by 11 inch cardboard sheets blocked off like a bingo card with 25 squares, five rows of five spaces. The center square is marked *free*. Twenty-five of the most troublesome words or sight words are placed in the squares. Each Word-O card should have some of the same words on it but all cards should be different. The teacher has all the words on a master sheet or on small cards drawn from a box. As the teacher pronounces the word, the students try to locate the same word on their cards and cover it with a marker. The teacher could also give only the definition of the word and have the students locate the correct corresponding vocabulary word on their card. The first student who covers a row of five words in a straight line--vertically, horizontally, or diagonally--calls out *Word-O* and wins the game. To make the game even more challenging, the winner could be required to use the words correctly in two sentences before he or she could be declared the winner.

Matching Vocabulary

Students are given two lists of words--one of nouns representing, for example, occupations, and one list of verbs indicating what the people do. Students are then asked to match the occupations to the action.

Check Mate Vocabulary

On a regular checkerboard, paste the words to be learned on the squares. Students play as in a regular checker game but must name the words on the squares (or for more difficulty, define the words on the squares) to which they are moving or over which they are jumping.

Vocabulary Type

Students can be motivated to copy lists of vocabulary words or sentences containing new words by using the typewriter. Typing the words also forces the student to become more analytical about the structure of the word.

Vocabulary Experts

Assign one or two words from a vocabulary lesson to each student who becomes a *vocabulary expert.* Then have the students teach the words to the rest of the class in an interesting way (puzzles, riddles, games, pictures, *etc.*). The best vocabulary expert could be singled out by allowing him or her to wear a special robe, crown, or sign.

Vocabulary Football

The teacher draws a football field on a large sheet of green construction paper. Matchsticks are added for goal posts. The game begins on the 50-yardline where a cardboard football is placed. The only other equipment needed is a stack of cards on which new vocabulary words are printed. In order to move the football, a player must read the word on the card. If the words are pronounced correctly, the student moves the football 10 yards toward the opponents' goal. When a player crosses the goal line, he or she gets an extra point. The ball is then replaced on the 50-yardline. This can be made more difficult by having the players define or use the word correctly in a sentence before moving on. A team game can be held with a score board placed on an overhead transparency.

Synonym And Antonym Practice

The class is divided into two or more groups. The teacher pronounces a word and uses it in a sentence. Each student on a team has a chance to go to the chalkboard and write a word which has an opposite (antonym) or a similar (synonym) meaning. The teams build points by correct word choices.

Tic-Tac-Toe

Two game frames as in the regular tic-tac-toe game are drawn on the chalkboard. In one, assigned vocabulary words are printed in each box. The class is divided into two teams. Students from each team are alternately called to pronounce and use one of the words in a sentence in the boxes not already used. For a correct response, a circle or an *X* is placed in a box in the other game frame. A team must earn marks in any three boxes forming a straight line in any direction to win.

Folding Words

File folders are used for this exercise. For example, on one side inside the folder place a picture of a grandfather hugging his grandson. The picture provides a clue to the new word *embrace*. From a list of possible definitions printed on the opposite side of the file folder, the student chooses the definition, *to hug*. Students can participate in developing these exercises by contributing interesting pictures which may suggest new words and ideas.

Prefix/Suffix Bulletin Board

For this bulletin board two large spiders are drawn. On the head of one is written a prefix, for example, *un*. On each leg is written a word using this prefix: unclear; unexplainable; undo; undeserving; unfurnished; unauthorized; unanswered; unabbreviated. On the head of the other spider is written a suffix, for example, *ly*. On each leg is written a word using this suffix: friendly, gladly, happily, actually, readily, calmly, carefully, decidedly. The teacher discusses the meaning of prefixes and suffixes with the students and encourages them to make spiders of their own.

Word Webs

These are similar to semantic maps but are visual displays on the walls of the classroom. A spider is placed on the wall containing a

key word. The web (made of yarn) below the spider tells (a) what the word is, (b) what the word is like, and (c) some examples of the word.

These webs can also be used for categorization. On the spider is written the key word. All words in the web below the spider are words that are connected to the key word in some way.

"Old Maid"

This is an adaptation of the *Old Maid* card game. There can be from 2-5 players. Five word cards are dealt to each player, and the remainder of the deck is placed in the middle of the group. The object of the game is to get as many word pairs as possible. There are only two cards alike in each deck. The player to the right of the dealer begins by asking any other player if they have a specific word card. The players asking must have the cards for which they ask in their hands. If the opponent does not have the word card asked for, the player draws from the deck in the middle of the group. If the player draws a word card from the deck that matches one in his or her hand or if his opponent had given him or her a match, he or she would get another turn. The pairs are placed in front of the player fro the group to see. When no pairs have been matched, the game then proceeds with the next player on the right.

Board Games

Board games can be made for posterboard on which a path has been drawn with spaces marked off the path. Words are written in these spaces. The player throws the dice and moves a marker the number of spaces indicated on the dice. The player must pronounce all words encountered while moving the spaces. If a word is pronounced incorrectly, the student remains on that word until his or her next turn. The game can be made more difficult by having the student use the words correctly in sentences or give definitions of the words.

Vocabulary Wheels

A small inner circle of paper is attached to the center of a larger circle with a paper fastener. The inner circle is turned to match word

parts on the larger circle. Examples of words to use on a vocabulary wheel would be words with prefixes, suffixes, and compound words. Matching words to picture clues could also be used. These wheels could be particularly useful in teaching the meanings of prefixes and suffixes.

Word Search

Word search puzzles can be made using vocabulary words in a lesson. Some computer programs now allow you to enter the words you want mixed into the word search and will create the puzzle(s) for you.

Vocabulary Concentration

Flash cards with pairs of the same word or association cards are used in this exercise. The pairs are shuffled and placed face down on the table. The player picks up any two cards and looks at them. If they are a pair, the player keeps them. If not, they are put back in the same place from which they were pulled. The object is to remember where different cards are located on the table in order to make a match and have the most cards.

In Conclusion

The *Bunch Elementary Word List* can be easily adapted to any of the ideas in this chapter. The *List* in combination with the strategies given for improvement of memory skills, pre-reading preparation, remediation methods, experience-based approaches, and semantic mapping will allow for variety and creativity in the process of teaching key vocabulary. Repetition, so necessary for retention of learned material, can also be readily attained without student boredom using these methods.

Grade One

A	a	about	across	act
	afraid	after	afternoon	again
	ago	air	all	almost
	alone	along	always	am
	amigos	an	and	angry
	animal	another	ant	any
	anything	anyway	apple	are
	around	artist	as	ask
	asleep	at	ate	aunt
	away	awful		
B	baby	back	backyard	bad
	badger	bag	bake	bakery
	ball	balloon	band	bandage
	bark	baseball	basket	be
	bean	bear	because	bed
	been	beet	before	behind
	being	bell	below	bent
	best	better	between	beg
	bike	bird	birthday	bit

	bite	black	blade	blanket
	bleed	block	blue	boat
	bone	boo	book	boot
	bottom	bow-wow	box	boy
	branch	bread	break	breakfast
	breathe	bright	bring	brother
	brown	brush	bug	build
	building	bump	bus	busy
	but	butter	butterfly	button
	by			
C	cage	cake	call	came
	can	cannot	cap	car
	care	carrier	carrot	cart
	case	castle	cat	catch
	caterpillar	cave	cent	chair
	cheese	cherry	chew	chick
	chicken	child	children	chipmunk
	circle	circus	city	clay
	clean	clock	close	cloud
	clown	cluck	clue	coat
	cold	color	come	cook
	cookie	copy	corn	could
	count	country	cousin	cow
	coyote	crack	crayon	crazy
	cream	cry	cut	

D	dad	dance	dark	decide
	deck	deep	deer	desk
	detective	die	diet	different
	dig	dime	dipper	dirt
	do	does	dog	doghouse
	doll	donate	done	donkey
	door	dot	dove	down
	downhill	dragon	dress	drink
	drive	drop	drove	dry
	duck	dug	dugout	
E	each	early	eat	egg
	either	elf	empty	end
	enough	even	ever	every
	everyone	everywhere	eye	
F	face	fall	far	farm
	farmer	fast	father	feather
	feed	feel	feet	fell
	felt	fence	find	finger
	fin	fire	first	fish
	five	fix	flag	flap
	flew	floor	flour	flower
	fly	fold	food	foot
	for	forest	forget	fork
	found	four	fox	free
	friend	frog	from	front
	full	fun	funny	furry

G	game	garbage	garden	gate
	gave	gentle	get	ghost
	girl	give	glad	glue
	go	goat	goes	going
	gold	goldfish	gone	good
	goose	got	grand	grandma
	grandmother	grass	grasshopper	great
	green	grew	ground	grow
	guess			
H	had	hair	hammer	hamster
	hand	hang	happen	happy
	hard	hare	has	hat
	hate	haul	have	he
	head	hear	heard	hee-haw
	hello	help	hen	her
	here	hide	high	hill
	him	himself	his	hold
	hole	home	honey	hooray
	hop	hope	horse	hospital
	hot	house	how	hug
	hungry	hunt	hurry	hurt
I	I	ice cream	idea	if
	important	in	Indian	inside
	into	is	it	its
J	jack	jail	jar	jet
	jump	junk	just	

K	keep	ketchup	kettle	key
	kick	kind	king	kiss
	kitchen	kite	kitten	knock
	know			
L	lake	land	lap	last
	late	laugh	lay	leaf
	learn	leather	leave	leaves
	left	leg	lemon	let
	letter	library	lick	lie
	life	light	lightning	like
	line	lion	listen	little
	live	lizard	log	long
	look	lost	lot	love
	luck	lunch	lunchroom	
M	mad	magic	make	man
	many	map	mark	market
	marry	mask	mattress	may
	maybe	mayor	me	mean
	melon	men	meow	mess
	met	mice	might	milk
	mill	mine	mobile	money
	monkey	monster	moo	moon
	moonlight	more	morning	most
	mother	mountain	mouse	mouth
	move	much	must	my
	myself			

N	nail	name	near	need
	needle	nest	net	never
	new	next	nice	night
	no	no-good	noise	nose
	not	note	nothing	now
	nurse	nut		
O	o'clock	oar	odd	of
	off	oh	oil	old
	on	once	one	only
	onto	open	opposite	or
	orange	other	our	out
	outside	over	owl	
P	pack	page	paint	palace
	pancake	paper	park	party
	past	paste	path	pay
	pea	peanut	pedal	peek
	pencil	penny	people	person
	pet	piano	pick	picnic
	picture	pie	pig	piggyback
	pile	pink	pipe	place
	plan	plane	plant	play
	player	playground	plaything	please
	plenty	pocket	point	pole
	pond	pop	popcorn	porpoise
	pot	potato	pound	pretend
	pretty	prince	princess	prize

	problem	pull	puppet	puppy
	push	put		
Q	quack	queen	question	quick
	quiet	quilt		
R	rabbit	race	rain	rainbow
	rake	ran	read	ready
	real	really	red	remember
	rid	ride	right	ring
	river	road	robber	robin
	rock	rocket	roof	room
	rooster	rope	round	rubber
	rug	run		
S	sad	safe	sale	same
	sang	sank	sat	saw
	say	scale	scare	school
	scold	scream	sea	seal
	seat	secret	see	seed
	sell	sent	sentence	set
	shadow	shake	shape	share
	she	sheep	sheet	shell
	ship	shirt	shoe	shoemaker
	shook	shop	shore	short
	should	shout	show	shut
	shy	sick	side	sigh
	sign	sill	silly	sing
	sister	sit	six	skate

	skip	sky	sled	sleep
	slide	slot	slow	small
	smell	smile	smoke	snow
	so	soap	sock	soft
	some	someone	something	sometime
	song	soon	sorry	sound
	soup	saw	spent	spin
	splash	spoon	spot	squeak
	squirrel	stamp	stand	star
	start	stay	step	stick
	still	stop	store	storied
	story	strange	street	string
	stuck	such	summer	sun
	sure	surprise	swallow	swam
	swap	swim	swish	
T	table	tadpoles	tail	take
	tall	tape	teach	tear
	teddy bear	teeth	tell	ten
	tent	than	thank	that
	the	their	them	themselves
	then	there	these	they
	thing	think	this	those
	thought	three	throw	thumb
	tiger	tight	time	times
	tiny	tire	to	toad
	today	together	told	tomato
	tomorrow	tonight	too	took
	top	tortoise	touch	town

	toy	train	travel	treasure
	treatment	tree	trick	tried
	trip	truck	try	turn
	turnip	turtle	two	
U	ugly	umbrella	uncle	under
	until	up	uphill	us
	use			
V	van	very	vowel	
W	wagon	wait	wake	walk
	wall	want	warm	was
	wash	wasp	watch	water
	watermelon	wave	way	we
	weather	weed	well	went
	were	west	wet	whale
	what	wheat	whee	wheel
	when	where	which	while
	white	who	why	wide
	wife	wild	will	win
	wind	window	wing	winter
	wise	wish	with	wolf
	woman	wonderful	wood	woodman
	woof	word	work	worm
	would	write	wrong	

XYZ	yard	yawn	years	yell
	yellow	yes	you	your
	zebra	zip	zoo	

Grade Two

A	able	above	adjective	afford
	against	ahead	airplane	airport
	alas	alligator	alphabet	already
	also	although	amarillo	among
	answer	anthill	anymore	anyone
	appear	apron	arithmetic	arm
	armor	arrest	ashamed	aside
	attic	awake		
B	backache	backward	bald	bam
	bamboo	banana	bang	bar
	bare	barn	barnyard	base
	basketball	bat	bath	bathe
	baton	beach	beam	beard
	beast	beat	beaver	become
	bedroom	bedtime	bee	beehive
	beep	beetle	begin	believe
	bellow	belong	belt	bench
	berry	beside	bet	beyond
	bicycle	bill	blackbird	blank

	blossom	blow	blueberry	blur
	board	body	bonnet	boom
	born	boss	both	bottle
	bow	bowl	brace	braces
	brain	bramble	brave	breath
	breeze	bridge	broke	brook
	brought	bud	buffalo	bulldozer
	bunch	bundle	burn	burro
	bush	butterfat	buy	buzz
C	cabin	cackle	cactus	calendar
	camp	candle	candlelight	candy
	canoe	captain	card	carry
	cartwheels	carve	cast	cattle
	caught	cauliflower	celery	chalk
	chameleon	champion	chance	change
	charm	chatter	checker	cheek
	cheer	chimes	chin	chirp
	choice	choose	chose	chuckle
	cirrus	clang	clap	clarinet
	class	clear	climb	clockface
	clockmaker	closet	cloth	clothes
	clothespin	clover	club	clump
	coin	collar	collect	college
	comb	commas	company	complain
	computer	contest	cool	copper
	corner	cornfield	correct	cotton
	countryside	courage	course	cover
	cowboy	cozy	crash	crate

	crawl	creak	creature	creek
	creep	cross	crow	cuckoo
	cumulus	cup	cupcake	curb
	curd	cure		
D	daddy	danger	darted	daughter
	daylight	daytime	dead	deaf
	dear	deliver	den	dentist
	did	dike	dine	dinner
	dinosaur	disgust	dish	distance
	dive	doctor	dollar	doorbell
	doorknob	doorway	dragonfly	drank
	draw	dread	dream	dress-up
	drew	driveway	drown	drum
	dub	during	dust	
E	ear	eardrum	earpiece	earth
	earthquake	earwax	east	easy
	echo	edge	electricity	elephant
	elevator	else	enemy	energy
	engine	enjoy	enormous	envelope
	evening	everybody	everything	except
	excuse	explain		
F	fact	failure	fair	fairy
	fairy shrimp	family	famous	fan
	farmhouse	farther	fat	fathom
	favor	favorite	fawn	fear
	feedbox	fellow	few	field

	fifty	fight	figure	fill
	fin	finally	fine	finish
	fisherman	fit	five-hundred	flash
	flat	flood	floss	fluff
	follow	fool	foolish	footprint
	footstep	forgot	form	forty-five
	forty-seven	fresh	friendship	fringe
	frosting	froze	fruit	fry
	fur	fuss		
G	gallon	garage	gas	gather
	giant	gift	gills	glass
	glider	glove	golden	good-by
	gown	grab	graders	gray
	greedy	greenhouse	greet	grizzly
	grove	growl	grown-up	guard
	guest	guitar	gulp	gum
H	half	hall	ham	hamburger
	handkerchief	handle	handstand	hardly
	harness	hatch	haunt	hawk
	hearing aid	heart	heat	heavy
	heel	helicopter	hem	herd
	hero	herself	hex	hey
	hi	hick	hide-and-seek	hinge
	hippos	hit	hollow	hooted
	horn	horrible	hose	hour
	hovel	huge	hummingbird	hundred
	hung	husband	hut	

I	ice	icicle	image	impossible
	inch	indeed	infraction	ink
	inning	instead	instrument	invisible
	itself			
J	jade	jaw	jeans	jersey
	jig	job	join	joke
	jolly	joy	jungle	
K	kept	kernel	kickball	kid
	kill	kit	knee	knee-high
	knife	knight	knob	knot
	knothole	knowledge	known	
L	label	ladder	lady	lair
	lamb	language	large	lark
	law	lazy	lead	leak
	leash	led	lemonade	length
	less	lesson	lid	lift
	limp	lip-read	list	lit
	lobster	lock	lonely	lonesome
	loop	loud	low	lying
M	machine	mail	mail carrier	mailbox
	main	majesty	mama	mandarin
	manner	march	mare	marker
	master	mat	math	matter
	meadow	meal	means	meant
	measles	measure	meat	medal

	meet	mesa	message	metal
	middle	midnight	mile	milkman
	million	mind	minute	mirror
	miss	mistake	mister	mitten
	mix	mole	moment	month
	moss	mud	mush	music
	musical	musician	mutter	
N	nap	narrator	narrow	nearby
	nearly	neck	nectar	nervous
	newspaper	nibble	nickel	nighttime
	nine	ninety-five	nobody	none
	noon	north	number	
O	oats	ocean	officer	often
	one-way	onion	orchestra	order
	ostrich	otter	ouch	over
P	package	paddle	paid	pair
	pajamas	pan	pane	pant
	parachute	parade	pardon	parent
	part	partner	pastry	pat
	pause	paw	peace	pear
	peasant	peddler	peg	pen
	pepper	peppermint	perfect	permanent
	phone	phony	piece	pilot
	pine	pip	plants	plastic
	pleasant	plop	plow	pluck
	plug	plump	plywood	poem

	point	police	police officer	policeman
	pool	porch	possum	power
	practice	present	press	price
	prick	principal	prison	probably
	promise	proud	prove	puddle
	puff	puma	pup	purr
	puzzle			
Q	quarter	quite		
R	R.S.V.P.	raccoon	racket	rag
	ragweed	raise	ranch	rang
	rap	rare	rather	reach
	reed	reflection	remarkable	repay
	report	reservation	responsibility	rest
	reward	ribbon	rice	rich
	rickety	riddle	rink	roadside
	roar	robot	rod	rode
	roll	roller	roller skate	rose
	rough	row	royal	rubber band
	rule	ruler		
S	sail	sailor	salesclerk	salt
	sample	sand	sap	save
	scarecrow	scene	schoolroom	science fiction
	scientist	scissors	scooted	screwdriver
	seagull	search	seashell	seashore
	second	seem	self	self-portrait
	send	sense	serve	seven

seventy-nine	sew	shade	shall
sharp	shed	shelf	shine
shone	shoot	shopkeeper	shoulder
shove	shovel	shrug	sidewalk
sight	signal	silver	silversmith
since	sink	sir	sixteen
size	skateboard	skinny	slate
slid	slit	slug	slugger
sly	smack	smooth	snack
snail	snake	sneakers	sniff
sniffle	snowman	snowshoe	snug
soil	sold	solve	someday
somewhere	son	sore	sorrow
sort	south	space	spacemen
spaceship	sparkle	speak	special
spindle	spoil	spoke	sport
spread	spring	spun	square
squeal	squeeze	stable	stage
stair	staple	stark	state
steal	steam	stem	sting
stir	stole	stomach	stone
storyteller	straight	stratus	strength
strike	strip	stripe	strong
stubborn	study	stuff	stumble
stung	succeed	sudden	suit
sunny	supper	suppose	swamp
sweat	syllable		

T	tag	tank	tap	task
	taste	taught	tax	team
	tease	telephone	television	tennis
	terrible	terror	thee	thin
	third	thirty	thunder	ticket
	ticking	tickle	tie	tissue
	toe	tom-tom	tongue	tooth
	toothache	tore	tough	towel
	tower	trade	traffic	trail
	transportation	trap	trash	trombone
	trot	trouble	true	trumpet
	trunk	tuck	tumble	tune
	turkey	TV	twang	twelve
	twenty	twice	twin	twister
	tye			
U	umpire	uncurl	understand	unfold
	unhappy	unless	unwind	upon
	upset	upside		
V	vacation	valentine	vampire	vegetable
	verse	village	vine	violin
	visit	visitor	voice	
W	wade	wag	warbler	warehouse
	warn	wear	weave	wee
	week	whatever	wheelchair	whew
	whirlybird	whisper	whole	whoosh
	whose	wildwood	willow	windmills

	winner	wire	witch	without
	wizard	woke	women	wonder
	wood-carver	wooden	wool	wore
	workbench	world	worry	worse
	worth	wound	wrist	wrote
XYZ	x-ray	year	yesterday	yourself

Grade Three

A

ability	aboard	abroad	abrupt
absent	absolute	acacia	accept
accompany	account	ache	acquaint
acre	action	actor	actually
ad	add	addiction	address
admire	admit	adore	adventure
age	agency	agree	ahoy
aim	air-mail	alarm	alert
alike	alive	allow	almond
alongside	aloud	amount	ancestor
ancient	angel	animate	ankle
antelope	anybody	anywhere	apart
apartment	ape	appetite	applause
apricot	arch	area	aria
arm-chair	armload	army	aroma
arose	arrive	arrow	art
asteroids	astonish	atmosphere	attach
attack	attempt	attend	attention
audience	auto	autumn	available

	avenue	aviation	avoid	aware
	awe	axe	axle	
B	babble	background	backpack	backstage
	backstop	bacon	baggage	bagpiper
	bait	balance	ballad	banister
	bank	banzai	bargain	barrel
	barricade	basement	basis	basset
	bathroom	batter	battle	bay
	bead	beadwork	beak	beancurd
	beauty	beckon	bedroll	bedspread
	beech	beeswax	beforehand	beg
	behave	bend	beneath	beware
	biceps	billion	binoculars	birdhouse
	birth	biscuit	bison	bitter
	blame	blast	blaze	bleacher
	blind	blindfold	blizzard	blond
	blood	bloodhound	bloom	bluebird
	boardwalk	boathouse	bolt	bombard
	bookcase	booth	border	bore
	bother	bothersome	boulder	bounce
	bound	boxcar	brag	braille
	brand	brass	bravo	breaker
	breathless	brick	brief	brilliant
	brim	brisk	broad	brontosaurus
	buck	bucket	buckle	buggy
	bulb	bulge	bull	bulletin board
	bunk	bunny	bunt	burr

	burrow	burst	bury	business
	bustle	butcher	byline	
C	cab	cabbage	calculation	calf
	calm	camel	camera	campfire
	campsite	canal	cannon	canvas
	canyon	caper	capital	captive
	cardboard	careful	caress	carnival
	carol	carpet	carriage	carton
	casement	cattail	cause	cavity
	caw	cedar	celebrate	cellar
	cello	center	ceremony	certain
	chain	chalkstone	chamber	championship
	channel	chant	chaplet	character
	charge	chase	check	cheetah
	chemical	chemistry	cheque	chest
	chief	childhood	chill	china
	chocolate	choke	circuit	claim
	click	cling	clothesline	clumsy
	cluster	coach	coal	coast
	cocked	coconut	colony	colt
	comet	comfort	comfortable	comfy
	comic	command	commercial	commissioner
	committee	common	commotion	communicate
	compare	compliment	concert	conductor
	cone	confident	confuse	connect
	conspicuous	constant	contact	contain
	continue	control	control-tower	conversation
	convince	cooky	coriander	cork

	corns	cost	costume	cottonwood
	couch	cougar	council	county
	couple	court	courtroom	coward
	cowgirl	crab	cradle	craft
	crater	crease	create	credit
	crew	cricket	croak	crocodile
	crop	crossword	croup	crowd
	crown	crucial	cruel	crumb
	crush	cub	cubhood	cubist
	cupboard	curious	curl	current
	curtain	curve	cushion	custodian
	cyclone			
D	dab	dairy	daisy	damage
	damp	dandelion	dank	darling
	dart	dazed	death	decorate
	dedicate	deed	degree	delicate
	delight	dell	demand	dent
	depend	deprive	depth	descend
	deserve	design	desire	despair
	dessert	destroy	determine	devote
	dial	difficult	dim	disappear
	disappoint	disaster	disbelief	discourage
	discover	discuss	disguise	disk
	dismiss	disproved	distant	disturb
	dither	divide	dock	dogwood
	doing	dollhouses	doormat	double
	dough	downstairs	doze	dozen
	drag	drawer	drawing-room	dreary

	drift	driftwood	drill	drip
	droop	drug	duet	dull
	dump	dune	dusk	dwindle
	dye			
E	eager	eagle	earliest	earn
	earphone	earthenware	ease	easel
	eclipse	editor	eerie	effect
	effort	egret	eight	eighty
	elbow	elder	electric	electrons
	element	eleven	elm	elsewhere
	embarrass	embrace	embroider	emerald
	enable	enchanter	encircle	encourage
	encyclopedia	endanger	engineer	entangle
	enter	enthusiasm	entire	entrance
	entwine	envelop	equal	equipment
	erase	eraser	erect	errand
	escape	essential	eucalyptus	event
	everyday	ewe	examine	example
	exasperate	excellent	excite	exclaim
	exercise	exhibition	exist	expect
	expedition	expense	expensive	experience
	experiment	expert	explore	explosion
	express	extra	extreme	eyelid
F	fabulous	factor	fail	faint
	faith	fake	familiar	fantastic
	farewell	fascinate	fatal	faucet
	fault	feature	fed	ferment

ferry	fetch	fever	fiddle
fiend	fierce	fifteen	fig
film	final	fingertip	fir
fireman	fireplace	firewood	fist
fixture	flabbergast	flagpole	flake
flame	flash bulb	flashlight	flatter
flea	fled	flesh	flick
flight	flint	flip	flipper
float	flock	florist	flow
flowerpot	fluster	flutter	foam
foil	fonder	football	force
forehead	forever	forget-me-not	forth
fortune	forty	forward	fossil
foundation	fountain	fourteen	fragile
fragrance	frame	freeze	freight
freight train	fricassee	fried	fright
frizzy	froth	funnel	furious
furniture	further	fury	fuse
future			

G

gait	gallery	gallop	garland
gasp	gaze	gear	gee
geese	general	generator	gentleman
giddy	giraffe	glacier	glance
glare	gleam	glide	glitter
glow	glowworm	god	goddess
gold rush	gorgeous	government	graceful
gracious	grade	grain	grandfather
grandpa	grandparent	grandson	grant

	grave	gravel	gravity	grease
	grey	grid	grilling	grip
	groan	groom	grouch	group
	gruff	grumpy	guide	guilty
	gulf	gull	gun	gurgle
	gush	gust	gutter	guy
H	habit	habitat	hail	haircut
	halftime	halfway	halibut	hallo
	hallway	halt	handful	handicraft
	handiwork	handsome	handy	harlequin
	harm	harvest	haw	hay
	heap	hearth	heavyweight	height
	herd	herring	hesitate	hibernate
	highway	hind	hint	hire
	history	hitch	hive	hobby
	hockey	holler	homeland	homer
	homesick	homestead	honeysuckle	honor
	horrid	hotel	hound	housework
	hovers	hues	humiliate	hump
	humph	hurl	hurray	hurricane
	hustle	hydrant	hydrofoil	
I	ice-skating	ichthyosaur	idle	ignore
	ill	immediate	impatient	impolite
	improve	impudent	incomparable	incomplete
	indoors	inform	ingredient	initial
	inland	inn	inquire	insect
	insist	instinct	intelligent	intend

	intent	invent	invite	iron
	island	ivy		
J	jagged	jam	javelin	jay
	jewelry	joint	journey	judge
	juice	junction	juniper	
K	kangaroo	kerosene	kerosene lamp	kilogram
	kilometer	knackwurst		
L	laboratory	lace	lagoon	laid
	lamp	landlady	lanky	latch
	lava	lawn	layers	lean
	legend	lighthouse	lightweight	limbs
	limit	lioness	lip	lively
	load	local	locate	long-legged
	loose	lop-eared	lose	loss
	lung	lush	lustrous	
M	madame	mademoiselle	madman	magazine
	magnet	mainland	mallard	manger
	marigold	marine	match	mate
	material	mazurka	meantime	meanwhile
	medicine	melt	memory	mention
	merry	metallic	meteorite	meteors
	meter	microphone	midair	midwest
	mimeograph	minnow	minutes	misbehave
	mischievous	miserable	misleading	misspell
	mist	moan	mock	model

	module	molt	moonrise	moor
	moose	motion	motor	mount
	moving-picture	muffler	muscle	museum
	muslin	musty	mystery	
N	national	natural	nature	neat
	necessary	necklace	neighbor	neigh
	nerve	nevertheless	ninety	nod
	nonsense	normally	northwest	notebook
	notice	nugget	numb	numeral
	nuzzle			
O	oak	obey	object	oblong
	obstacle	occupy	occur	offer
	office	oilcan	old-fashioned	onshore
	operate	operation	opinion	orangutans
	ordinary	organ	origami	original
	ornament	outdoors	outlaw	outline
	outran	oval	oven	overall
	overboard	overflow	overheat	overload
	overnight	overturn	overwhelm	owe
	own	ox	oxen	
P	pail	pain	pale	palette
	pang	pantomime	papa	parrot
	particular	pass	passageway	passenger
	pasture	patch	pattern	pavement
	pebble	peck	peculiar	peep
	perch	performance	perhaps	period

	perish	persecution	persuasion	phonograph
	photocopy	pickle	pigeon	pigsty
	pill	pillow	pinata	pit
	pitch	pitch-black	pitcher	plain
	planet	plod	plunge	poetry
	polite	pony	poor	poplar
	popular	porcupine	portion	possible
	post	pottery	pour	powder
	precious	prehistoric	presence	pressure
	produce	professor	profit	program
	project	prong	propeller	proper
	protect	provide	pry	pueblo
	pulley	pupil	pure	purple
	purpose			
Q	queer	quill	quillwork	
R	rack	radio	radioactivity	radium
	rainstorm	ramp	rattler	raw
	readable	realize	reappear	reapproach
	reason	receive	recess	recipe
	recital	recognize	record	recover
	reflect	refrain	refuse	rein
	rejoice	relation	remark	remind
	remove	render	repair	repeat
	replace	reply	reptile	resist
	resonance	respective	response	retire
	return	reusable	reveal	review
	rhyme	rhythm	rib	rifle

	rim	rip	ripe	riverside
	roadbed	roadmaster	roadster	robe
	rock garden	rocking chair	root	rowboat
	rub	rumble	runaway	rust-brown
S	sack	salmon	sandwich	satellite
	satisfy	sawdust	scarf	scat
	scent	schedule	schoolwork	science
	scone	score	scratch	screech
	screen	season	secretary	section
	seek	seize	separate	serious
	settle	seventy	several	severe
	shack	shaft	shaggy	shallow
	shame	shan't	shellfish	shelter
	sheriff	shingle	shiver	shock
	shoreline	shortbread	shortcoming	shot
	shown	shrank	shrink	shrub
	shucks	sideways	silent	silk
	silverware	similar	simple	single
	sinister	sip	sixty-five	skeleton
	ski	skin	skirt	skunk
	slam	slap	sleigh	slender
	snakelike	snatch	sneak	sneer
	snip	snooze	snowflake	snowstorm
	soccer	society	socket	soda
	sofa	soldier	solemn	solid
	somebody	somersault	sonata	sought
	source	southwest	spaghetti	spaniel
	spark	spear	spectacular	speed

	spend	spider	spill	spirit
	splendid	split	sprang	spray
	sprinkle	sprout	spruce	squawk
	stalk	stall	stare	startle
	statement	station	steady	steer
	stegosaurus	stern	stiff	stirrup
	stopper	stow	strand	stranger
	straw	stray	streak	stream
	stretch	struggle	strut	student
	studio	stump	stutter	subject
	submarine	substance	substitute	success
	suffix	sugar	suggest	suitcase
	sunbeam	sundown	sunk	sunrise
	sunshine	surface	surround	swarm
	swept	swing	switch	swivel
	swoosh	swung	syllabary	symbol
	system			
T	talk	tame	tango	tartly
	taxi	teammate	tedious	telescope
	teletypewriter	temper	tempera	tender
	tepee	test	textbook	thankful
	theater	therefore	thermometer	thick
	thief	thirsty	thirty-two	though
	thousand	threw	throat	throne
	through	thunderstorm	tide	till
	tilt	tin	tip	tiptoe
	tofu	ton	tone	tool
	toot	torrent	totem	toward

	trace	track	tractor	trample
	transfer	translate	trapdoor	trapeze
	treat	tremble	tremendous	trial
	tribe	triple	tripod	truly
	trust	truth	tube	tug
	tuna	tunnel	tweed	twenty-five
	twenty-three	twenty-two	twig	twist
	type	typewriter	tyrannosaurus	
U	ultimate	unable	unbearable	unbelievable
	unbolt	unchain	uncountable	uncover
	underground	underneath	underwent	undo
	unfamiliar	unimaginable	university	unknown
	unlatch	unload	unravel	unreliable
	unskilled	unsuccessful	untie	unusual
	unwrap	upward	urge	urgent
	usual	utensil	utter	
V	vain	valley	value	vase
	version	video	view	vitamin
	volcano	vote	voyage	
W	waddle	walrus	waltz	wampum
	wander	war	waste	wasteland
	water-color	waterworks	watery	wavered
	weak	wealth	weapon	weary
	weather service	wed	weekday	weep
	weigh	weight	welcome	well-groomed
	whack	whenever	wherever	whether

	whichever	whimper	whine	whip
	whirlpool	whisk	whistle	whoa
	whom	whoop	wicked	widow
	width	wiggle	winding	windstorms
	wink	wipe	wisdom	wither
	within	wits	wobble	won
	woodland	woodpile	worn	woven
	wreck	wring	wrist watch	
XYZ	xylophone	yardstick	yen	yet
	yield	yoke	young	yowl
	zinnia			

Grade Four

A

abjure	acceleration	accident	according
accuse	accustom	acknowledge	acorn
acrobat	activity	adapt	administration
admission	advise	aerial	affection
aisle	ajar	alley	almanac
aloft	alum	amateur	amaze
amphibian	anchor	anger	angle
announce	annoy	annual	anteater
antenna	antique	antler	anyhow
appointment	appreciate	approach	appropriate
approval	apt	aquarium	argue
arrange	ascend	ashes	asphalt
astound	astrology	astronaut	athlete
attract	auk	author	avalanche
average	awhile	azure	

B

babe	bachelor	backwoods	bacteria
badge	baffle	bail	baking powder
ballast	ballerina	ballet	banner
banquet	barbecue	bare-back rider	basic

basin	bask	bathtub	bathysphere
battery	beaker	becalmed	beechnut
beef	behead	beseech	billow
bin	bind	biology	birch
birthplace	bittern	blare	bleat
blend	blink	blubber	bluet
bluff	blunt	blush	boast
body contact	bog	boil	bold
bonfire	bookplate	boost	bough
bracelet	braid	breast	breed
bride	brindle	briny	bristle
britches	bronze	broom	brow
brownie	browse	brutal	bubble
budge	buff	bullet	bully
bun	bureau		

C

calabash	calico	canary	cane
career	careless	cargo	carp
carpenter	cartouche	casually	cavalry
cavies	ceiling	centipede	century
challenge	chandelier	charcoal	chariot
charisma	charity	chickadee	chile
chimney	chimp	chimpanzee	chip
chirrup	chisel	chop	chopstick
choreograph	chorus	chrysanthemums	chuck wagon
churn	chute	cinder	cipher
circulation	circumstances	citadel	city manager
clasp	clatter	claw	cleft
clench	cliff	climate	climax

	clip	cloak	clutch	coat of arms
	coax	cobblestone	cockleshell	cocoa
	cocoon	coffee	coil	collage
	colonel	column	commence	commentator
	commerce	commission	common sense	commons
	community	companion	compass	compete
	compose	conceit	concentrate	conduct
	confidentially	congratulate	conquer	console
	construct	content	continent	contribute
	convenient	conversation	cooperate	coral
	cord	corncrib	cottage	county seat
	courtship	coxa	crampon	crave
	crayfish	crescent	crime	crinkle
	cripple	crisp	crisscross	crook
	crooked	cross-legged	crouch	crust
	cud	curio	curlew	customer
	cute	cycle		
D	dangle	dash	dasher	date
	dawdle	dawn	daybreak	debut
	decal	decay	decode	defeat
	defend	deject	delectable	deliberate
	delivery	delivery room	denizens	department
	depot	depression	desperate	detest
	develop	dew	dialect	diameter
	diamond	dictionary	dignify	diligence
	dip	direct	disagree	discard
	discuss	disgrace	dismal	dispute
	doggedly	dominion	doodle	doubt

	draft	dragline	drape	draught
	dressing gown	dribble	dumb	duplicate
	duty	dwelling		
E	ear canal	earnest	earthen	eastern
	eaves	ebb	eel	egg roll
	eighteen	elaborate	elastic	elect
	ellipse	emigrant	emotion	emperor
	enchant	enclose	endure	engrave
	enlighten	entertain	entry	essay
	eternally	eve	exact	exaggerate
	exchange	exhaust	exhaustion	exhibit
	exist	explanation	explode	exploration
	express rider	express train	extend	exterior
	extinct	extraordinary	eyebrow	eyedropper
	eyelash	eyeteeth		
F	facial	factory	fade	fairly
	fame	fanciful	fancy	fang
	fantasy	farmhand	fashion	fasten
	feast	feeble	femur	fern
	ferryboat	fertilize	festival	festive
	fidget	fiery	fife	filter
	filthy	financial	firecracker	firefly
	fisherfolk	flagship	flannel	flare
	flavor	fleece	fleeting	flit
	flog	fog	folk	fond
	footbridge	footman	footrest	forearm
	foreign	forepaw	forgery	forgive

	former	fort	foster	fought
	framework	frantic	frazzle	freckle
	freedom	freshwater	fret	frisk
	frond	frown	fuel	fuming
	furl	furnace	furthermore	fuzz
G	gangplank	gash	gauge	gay
	gazelle	gazette	general store	generate
	generous	genius	geographer	geography
	geranium	gesture	getaway	giggle
	ginger	gingerbread	gingerly	gizmo
	gizzard	glass counter	glimmer	glimpse
	glowered	glum	glutton	gnat
	gnaw	goal	goalie	goalkeeper
	gang	goods	gorge	gosling
	gospel	gourd	gourmet	graduate school
	graduation	grafting	graining	grammar
	gramophone	grandstand	grape	graph
	grate	grateful	gravy	graze
	greens	grim	grind	groggy
	grotesque	ground beetle	grub	grumble
	grunt	gully	gymnast	
H	hailstones	half hitch	handle bar	harbor
	hardship	harmony	harsh	haste
	haunches	hayfork	hayloft	hazard
	headache	headphone	health	heather
	helmsman	heritage	hermit	hermit thrush
	high wire	hightail	hillside	hilt

	hip	hired hand	hobbyhorse	hoe
	hog	home economics	homely	hominy
	honest	honk	hood	hoof
	hoofbeat	hook	horizon	horizontal
	hornet	hospice	host	however
	howl	huddle	hullabaloo	hum
	human	humbug	hunger	
I	illusion	imaginary	imitate	imperial
	impish	impression	impressionism	incapable
	incline	incredible	indirect	industrialism
	inexpensive	infinity	inflate	influence
	information	inherit	inspiration	instant
	institute	institution	instruction	integrity
	interest	international	interrupt	intersection
	interview	investigate	involve	isolate
	issue	ivory		
J	jacket	jasmine	jealous	jeep
	jelly	jellyfish	jerk	jest
	jester	jewel	jingle	joey
	judgment	jug	juggle	junkyard
	jury	jut		
K	keen	kerchief	kestrel	kimono
	kindling	kingdom	knead	kneel
	knit	know-how	kroner	

L

lack	lacy	lad	ladybird
landing	landlord	landlubber	lane
lantern	larva	lash out	lass
lasso	launch	leader	league
lean-to	leap	least	lecture
ledge	lengthwise	leopard	leotard
lest	lettuce	level	lever
liberal arts	liberty	lichen	life-forms
lifeboat	likeness	likewise	lily pad
limber	lime	limestone	linen
linoleum	litter	liverwurst	livery
livery barn	loaf	loam	lobby
locket	locomotive	lodge	logbooks
logo	lone	lookout	lop
lug	lumber	lumberjack	lunge
lurch	lure		

M

magician	magnificent	major	mammal
manage	mane	maneuver	mangy
manual	manure	marathon	marble
marmalade	marsh	marshy bog	marvel
mathematics	mechanical	medicine man	meek
megaphone	melody	member	membrane
memorize	messenger	metatarsus	meteorology
method	microscope	middlings	midges
milling	mimic	mineral	minority
mint	miracle	miraculous	mirage
mixture	most	moderate	modest

	moist	moisture	mole cricket	monarch
	monk	monkeyshine	monogram	monument
	moon rover	mop	morse code	morsel
	mortar	mosquito	moth	motto
	mound	mountain lion	mountainside	mourn
	mouth harp	movies	muffle	mukluk
	mule	mumble	munch	murmur
	muskrat	mustache	mustard greens	mystify
N	narcissus	nation	natural science	naturalist
	naughty	navigation	navy	neighborhood
	neither	nestle	news	nickname
	nightingale	nightshirt	nineteen	nip
	noble	nonstop	nook	northern
	nourishment	nowhere	nudge	nursery
	nut-hatch			
O	oatmeal	oblige	observation	observatory
	octagon	odor	official	offshore
	offspring	old country	on behalf of	opossum
	opponent	optional	oral	orbit
	orchard	ordeal	ought	ourselves
	overgrown	overhead	overlook	oxygen
	oyster			
P	pace	pad	palm	panic
	papier-mache	parasite	parasol	parcel
	paring	parlor	partition	pastor
	patella	patent	patience	patient

peach	peak	pearl	peel
peer	pelican	pellet	peninsula
perform	perk	persuade	pest
petition	philharmonic	phosphorescent	photograph
physical	physician	pianist	picket
picket line	pillar	pillowcase	pin
pinch	pincushion	pinon	pinpoint
pinto	pinwheel	pioneer	piper
pity	plaster	plate	platform
plaza	plead	pleasure	pliers
plim	plot	plover	plumb
pointer	poison	poke	polar bear
polio	polliwog	pollution	poppy
population	porcelain	porridge	porringer
port	portable	portholes	portrait
pose	position	possession	possessive
postman	potion	pounce	practical
prairie	praise	prance	pray
prayer	prayer wheel	prefer	prepare
preserve	president	prey	pride
prima ballerina	primitive	print	private
probe	procession	product	professional
progress	prohibit	projector	prop
protection	provender	pug nose	pullet
pulp	pump	pumpernickel	pumpkin
punch	punish	puny	pupa
puppeteer	purse	python	

Q	quail	quaint	quality	quantity
	quarrel	quarry	quaver	queen ant
	quit	quotation	quote	
R	rabbi	radar	rafter	ragtag
	rail	railroad	railroad tie	rainforest
	range	rat	rattan	rattle
	ravine	rawhide	react	realistic
	reality	rear	reassure	rebel
	rebuild	recall	reception	reckon
	reconsider	recreation	redcoats	reduce
	reef	reflector	refrigerator	region
	register	regret	regular	regulation
	rehearsal	reindeer	relationship	relative
	relax	relief	religion	remain
	rent	repeal	repellent	represent
	request	require	resolution	respect
	responsible	result	retirement	revel
	revenge	rheumatism	ringmaster	ripple
	rise	roast	rob	roost
	rosewood	round up	rouse	route
	royalty	ruffle	ruins	rumple
	rush			
S	saddle	safari	sage	salad
	salamander	salami	saliva	salt lick
	salute	samurai	sapling	sash
	sauce	sausage	savour	saw bug
	scabbard	scallop	scamp	scamper

scarlet fever	scenery	scholar	scholarship
scoop	scooter	scoreboard	scorn
scour	scout	scowl	scramble
scrawl	scrimshaw	scringe	scrub
scrumptious	scuff	scurry	scuttle
sea anemone	sealing wax	seaplane	seaport
secondhand	section boss	sedentary	sedge
select	selfish	senior	sensitive
sequoia	series	serpent	servant
service	settlement	seventeen	shabby
sharpshooter	shawl	shear	sheepishly
sheer	shield	shilling	shoeshine
shortcut	shrill	shrivel	sideline
sign language	signature	silhouette	simile
simulate	siren	site	situation
sizzle	sketch	skid	skill
skillful	skirmish	skitter	sky blue
slab	slave	slavery	sledge
slice	slime	slip	slipper
slither	sloop	slope	slops
slumber	slump	slung	smarting
snag	snapping turtle	snare	sneeze
snooper	snorkel	snort	snout
snowmobile	sod	solar system	sole
solitary	soloist	solution	somehow
somewhat	sour	southern	souvenir
spank	spare	spare ribs	species
specimen	speck	spectacle	spectator

	speech	spell	spinneret	splint
	sponge	spooky	spool	spotlight
	sprain	sprawl	sprint	spunky
	spur	spy	squall	squash
	squint	squirm	stack	stadium
	stagecraft	stagger	stale	starch
	starfish	starflower	straggle	starting block
	starve	stationmaster	steady	steamshovel
	steep	steeple	stew	steward
	stock	stocking	stone fly	stood
	stool	stoop	storekeeper	storm
	stout	stove	stowaway	straightforward
	strain	strap	strode	structure
	stub	stud	stunt	stupid
	sturdy	style	suburb	subway
	suffer	sukiyaki	sulkily	sulphur
	summit	summon	sunlight	sunset
	supermarket	supply	support	suspect
	suspend	swan	swear	sweep
	swerve	swirl	swoop	sword
	swore	sycamore	sympathize	symphony
T	tablet	tack	tailor	take-off
	tale	talent	tan	tangerine
	tangle	tar	tardiness	target
	tarry	tarsus	tassel	tavern
	tea	technique	technology	telecast
	teletype	temperature	tempting	tenant
	tentacle	terrify	territory	tether

	texture	thatch	thaw	thirteen
	thorn	thorough	thrash	thread
	threat	thrill	throttle	tibia
	tier	tightrope	tingle	tobacco
	taken	toothpaste	topsail yard	tortilla
	toss	totter	touchdown	tourist
	tournament	tourniquet	trademark	trading post
	tradition	tragedy	trailer	trait
	transcontinental	transport	tray	trickle
	tricolor	trill	trim	triumph
	trochanter	troll	trophy	tropical
	trough	trousers	trout	trowel
	trudge	truffle	trustworthy	tuatara
	tub	tufty	tumbleweed	tundra
	turban	turquoise	tusk	tussle
	tweezers	twilight	twinkle	twitch
	typhoon	tyrant		
U	unconscious	underbrush	undertone	undignify
	unexpected	unharness	union	universe
	unreasonable	upper	upstairs	usage
	useful	ushers		
V	vacant	vague	valve	vanish
	variety show	various	varmint	vast
	vaudeville	vehicle	velvet	verdict
	vessel	veteran	victory	vinegar
	vision	vocal cords		

W	wacky	wail	warp	warrior
	watermark	wattle	web	wedding
	wedge	weeping willow	wheelbarrow	whereabouts
	whicker	whiffle tree	whinny	whippoorwill
	whir	whirl	whirlwind	whisker
	whittle	wholesale	wick	wig
	wigwam	wildcat	wilderness	windowpane
	wine	wisp	witness	wood-snail
	woodpecker	woodwork	woo	wrap
	wriggle	wrinkle	writhe	
XYZ	yearling	yearn	yip	yucca
	zero	zigzag	zoom	

Grade Five

A

abalone	abandon	abdomen	abominable
absorb	abundance	abyss	accomplish
accurate	active	actual	ad-lib
adjourn	admiral	adobe	adopt
advantage	advice	affect	afterward
agate	agitate	agriculture	aground
aide	ail	ailment	air pocket
albatross	alfalfa	algae	alibi
alien	allege	allergic	alter
altimeter	aluminum	A.M.	amber
amnesia	amuse	aphid	apologize
appall	apprehensive	apprentice	approximate
aquatic	arc	architect	arctic
aristocrat	arouse	array	arrowroot
article	artisan	ashore	aspire
assemble	assume	astray	astride
astronomy	atom	attain	auditorium
autograph	automatic	automobile	avocado
award	awesome	awkward	axis

B	balcony	bale	balmy	bandit
	banish	banjo	barley	barracuda
	barter	bashful	bassoon	bate
	batting average	bawl	bawled out	beachcomber
	beagle	benign	beret	bestow
	betray	bewilder	bible	bid
	binder	blacksmith	bleak	blister
	blunder	blurt	boar	bob
	bomb	bone meal	bonus	bouquet
	boutique	brackish	brake	brazen
	breathtaking	bridle	brittle	brocade
	bronco	brooded	bruise	buffalo robe
	buffet	bugle	bulk	burden
	burglar	burlap	busybody	butt
C	cable	caboose	cafe	cafeteria
	calamity	calcite	calling card	calving
	candidate	canteen	cape	caption
	captivate	carats	caravan	caribou
	carillon	carrier pigeon	carrion	catalog
	catalogue	category	cell	census
	centennial	cereal	chaos	chapter
	chasm	cheap	cheat	cherish
	chore	chowder	chum	chunk
	circular	civics	civilization	clam
	clapper	classical	clerk	clinic
	clog	cobbler	cock	coinage
	collapse	colleague	collie	colonial

	colossus	command performance		commitment
	committed	compact	compel	compensations
	complex	composition	compress	concern
	concertina	concerto	concrete	condition
	conebearing	confess	congestion	conscious
	consent	consider	constellation	contempt
	contract	contrary	convention	convict
	coordinate	coral reef	corkscrew	cornerstone
	corridor	cot	cough	counter
	countermelody	countless	cower	coy
	crackerjack	crackle	craft shop	cramp
	cranberry	crane	crank	crest
	crestfallen	crevice	crib	crimson
	critic	crude	cruise	crusade
	crystal	cubic inch	cultivate	culture
	curbstone	currant	curry	curtsy
	custom	cymbal		
D	daily	dam	dandy	darn
	dateline	debris	deceptive	declare
	decrease	decree	deduction	defy
	delay	delirium	demolish	demonstrate
	descent	desert	detail	devastate
	diesel engine	dingy	discharge	disease
	dishearten	dismay	disobedience	dispose
	dissolve	distinct	distinguish	distress
	ditch	dizzy	docile	dodge
	dolly	dome	domesticate	dominoes
	doughnut	drain	dramatic	drapery

	dredge	dreidel	drift indicator	droplet
	drought	drowsy	due	duke
	dynamite			
E	ebony	edit	edition	editorial
	educate	efficient	elate	election
	electronic	elevate	eliminate	embellish
	emblem	emerge	emphatic	employee
	enamel	entrepreneur	environment	envy
	enzymes	equation	equator	equip
	error	especially	establish	etched
	evacuation	evaluation	evidence	evil
	excerpt	excruciating	executive	exile
	expand	exploit	export	expose
	exposition	exude		
F	factual	faltered	farsighted	feldspar
	female	fertile	fiber	fiction
	fiesta	file	filigree	finale
	finality	firebreak	fire extinguisher	firm
	fleet	flimflam	flop	flounder
	focus	foe	foliage	forager
	foretell	forfeit	formula	fortunate
	forty-niner	forum	foul shot	fraction
	fragment	frail	freeway	frenzy
	freshet	frijoles	frivolous	frontier
	frost	frustration	fugitive	fulfillment
	funeral	fungi	furnish	furrier
	fussbudget	futile		

G

gabble	gable	gaff	gaiter
galaxy	gale	gander	gap
garment	garret	gasoline	gavel
general public	generation	geology	gerba
germ	ghastly	gibraltar	gilding
gin	gingham	glasses	glee
glisten	gloom	glory	glossary
glossy	gobble	goblin	golf
good-natured	gore	governor	grace
gradual	gram	grandeur	granite
grappling	grappling hook	grasp	greenhorn
greyhound	griddle	grieve	gripman
grit	grotto	grub box	grueling
gulden	gym		

H

hacienda	haiku	half-pint	halfpenny
halter	handicap	harass	harp
harpsichord	haught	haven	hay fever
haze	headdress	headline	headstrong
headwind	heal	heartily	heave
helium	hemp	henhouse	herald
herb	hickory	hickory bow	hideous
hike	hippopotamus	hiss	hoard
hoarse	hoist	holy	homespun
hoop	horsecar	houselights	huff
hull	humane	humble	hunch
hurrah	hush	hutch	hydrogen

I	ibis	iceberg	identical	igneous rock
	iguana	illegal	imagination	imagine
	immense	immigrant	impact	impetuous
	import	impress	imprison	improvise
	imps	inaudible	incantation	include
	incorporate	increase	incredulity	indelible
	independent	index	indicate	indistinct
	individualist	industry	inevitable	infest
	injection	injure	inn keeper	innate
	innumerable	inoculate	inquisitive	insert
	insignificant	inspect	instance	insult
	intense	interfere	intern	intricate
	introduce	introduction	intruder	investment
	invitation	iodine	iota	irrigate
	itch	item		
J	jack rabbit	jasper	jazz	jet stream
	jog	journal	jumpline	junior
	justice			
K	kayak	kelp	kennel	killer whale
	kiln	kindergarten	kindle	kinship
	knelt	knoll		
L	lacrosse	lame	land bridge	land rover
	landing module	landscape	landslide	languid
	laser	lawyer	lease	ledger
	legal	leggings	lend	lens
	leopard seal	leukemia	libels	liberate

	librarian	license	lieutenant	lifelike
	lily	limb	liner	linguist
	lint	liquid	liter	liver
	llama	loan	lobbed	location
	locust	loft	logical	loiter
	loot	lopsided	lord	loyal
	lunatic	lurk	luster	
M	magnify	maid	maintenance	majestic
	makeshift	male	mammoth	maniac
	mansion	mantel	mantle	manufacture
	manuscript	maple	marvelous	masquerade
	mast	mathematician	mature	maximum
	meager	mechanism	medley	memorable
	memorial	menace	merchandise	merchant
	meteor	meteor crater	metric	metropolitan
	micro-organism	midsection	military	millet
	miner	mischief	mission	mistress
	mocassin	modern	molasses	mold
	mollusk	molten	momentous	mooring
	moreover	mortal	mortally	mortgage
	mottled	mountaineer	mug	multicolor
	multiplication	multiply	mumps	munitions
	murky	musket	mutinous	mutiny
N	napkin	nationality	native	nautical
	nearsighted	neglect	nephew	network
	newscast	newsprint	nonchalantly	nonfiction

	nonverbal	nostril	notation	notch
	notion	nutrition		
O	obedient	oboe	observe	obsession
	obstinate	obstruction	obvious	ocher
	octopus	offensive	olive	omega
	opal	optician	optometrist	ordinance
	organism	orphan	orphanage	orthodontist
	otherwise	outfit	outing	outlandish
	outraged	outrigger	outwit	overland
	overprotect			
P	P.M.	paddy	painstaking	pal
	palisade	pansy	panther	papoose
	paragraph	parakeet	parallel	paralyze
	parched	parchment	passage	patio
	patriot	patrol	pay dirt	peat
	pedestrian	pen name	penetrate	pep
	pepper mill	perfume	peril	permission
	permit	perpetual	perplex	petrify
	petroleum	petticoat	phase	phenomenon
	philanthropist	phrase	physicist	pier
	pigment	pike	pilgrim	pineapple
	pirate	pistol	pixie	plank
	plantation	plaque	plateau	play out
	pledge	plough	plunder	pneumonia
	poacher	pod	poise	policy
	polish	pollutant	polo	pomp
	ponder	pore	portfolio	postage

	pouch	poult	pout	powder horn
	pre-med	preach	precaution	precedent
	precipice	precise	predict	preparation
	present-day	presentation	press agent	pressed ham
	presto	pretense	prevail	prevention
	principle	privilege	probation	proceed
	process	proclaim	production	profession
	profile	profuse	prohibition	pronounce
	proof	property	propose	prosaic
	prospect	prospector	prosper	protest
	province	psychologist	publicity	publish
	pudding	puffin	puncture	purchase
	pursue			
Q	qualification	quarantine	quart	quartz
	questionnaire	quicksand	quiver	
R	rabies	rage	raid	ram
	rampage	ransom	rascal	ray
	re-entry	reaction	ready-made	realty
	rear admiral	rebound	reconciliation	reel
	refreshment	refuge	refugee	regained
	rehabilitation	rehearse	reinforce	rejection
	relay	release	rely	renewed
	representative	reproduction	reproving	republic
	reputation	requisition	rescue	resent
	reserved	resolve	respiratory	respond
	restaurant	restriction	resume	retreat
	reverse	revictual	revolve	rhinoceros

	ricksha	ridge	ridiculous	riffle
	rigid	rile	rinse	risk
	ritual	rival	rivet	roam
	rodeo	rogue	rollick	rotate
	rotation	ruby	rugged	rumor
	rumpus	runway	rust	
S	sac	sacred	sacrifice	sagebrush
	saint	sake	salary	saltcellar
	salutation	sanctity	sanctuary	sandal
	sandbar	sarcastic	savage	savanna
	scalp	scandalous	scar	scarce
	scarlet	scathe	scatter	schooner
	scoff	scrap	script	script writer
	scroll	scull	sculpt	scythe
	seam	seditious	seethe	seldom
	semester	senator	sensor	sentinel
	sergeant	settee	shamble	shanty
	shark	shatter	shenanigan	shift
	shimmer	shoal	shrewd	shrine
	shuffle	siege	siesta	silence
	silicate	silo	sin	sincere
	sinew	sire	skewer	skim
	skull	skylight	slant	slash
	sleek	sleeve	slick	slight
	slippery	slosh	sluggish	smother
	smudge	smug	smuggle	snap
	snicker	snipe	snuggle	sober
	social	solar	solo	somber

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	sombrero	soothe	sound effect	soybeans
	space	spade	span	sparrow
	spasm	speculate	spellbound	spinach
	spine	spiral	spitefully	splinter
	splotch	spoonbills	spores	spurt
	sputter	spy glass	squat	squid
	squire	staid	stain	stalactite
	stalagmite	stallion	standard	Standard Time
	stargaze	starling	static	stationary
	statue	staunch	steak	steed
	steering wheel	stencil	stilt	stitch
	strangulation	stride	strife	stroll
	subdue	subside	subterranean	subtract
	subtraction	suffrage	summarize	superintendent
	superior	supernova	superstition	supervise
	surge	surgery	surmise	surrender
	surrey	survey	survive	suspicious
	swarthy	sway	swell	symptom
	synchronize			
T	tackle	tactful	taffeta	tallow
	talus	tambourine	tamper	tarpaulin
	taut	teamster	technical	technician
	telegram	telegraph	televiewer	tempest
	temple	temporary	temptation	tend
	tenor saxophone		term	termite
	terms	terrain	terrific	testify
	testimony	theme	therapist	thereupon
	thicket	thimble	tile	timber

	timepiece	tinker	title	tolerance
	topic	torch	torment	tortoiseshell
	total	tour	trainee	traitor
	tramp	tranquil	transformation	transistor
	translucent	transparent	treacherous	tread
	treason	treaty	trench	trestle
	triangle	tribal	tribute	trigger
	trolley	troop	troupe	trundle
	tuberculosis	tuition	tulip	turbulent
	tutor	twine	twirl	twitter
	typical			
U	UFO	unaninous	unattainable	unceremoniously
	unconfined	unearth	unfortunate	unfurl
	uniform	unison	unit	unite
	unlimited	unpaved	unseaworthy	unveil
	upland	upright	upriver	urban
	utterly			
V	valiant	valuable	vane	vanquish
	varnish	vault	venison	venture
	veranda	veterinarian	viaduct	vibrate
	vice president	viceroy	victim	videotape
	vigor	viola	violence	violet
	virtue	vise	visible	vivid
	volley	volume	volunteer	
W	wagon box	waist	wallop	wallow
	warble	wardrobe	warrant	washboard

	wax	weaned	wetland	whaleoil
	wharf	wicker	wildebeest	window box
	wistful	witticism	wrath	wrested
	wretched			
XYZ	yarn	yelp	youngster	youth
	zest	zoology		

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Grade Six

A

abide	abolish	abstract	abuse
academic	academy	accent	accordion
accumulate	achieve	acid	activate
actress	acupuncture	addict	adjust
adult	advance	advocate	aerating
affiliate	afghan	agent	aggravate
aghast	agony	ague	album
alchemist	alcohol	alcove	allowance
altar	alternate	altitude	alumnus
ambassador	ambition	amble	ambulance
amen	amiable	amidst	ammunition
anemometer	anguish	antagonize	anthropologist
antibiotic	antithesis	anvil	anxiety
aorta	apothecary	apparatus	apparent
appeal	aqualung	aqueduct	archaeology
arena	arrogance	articulate	artifact
artificial	assign	assistant	associate
assortment	assure	astern	astringent
astute	asunder	attune	auction

	audacious	audible	audition	aught
	authentic	authority	avarice	awl
B	balderdash	ballot	balsa	bantam
	barb	barbarian	barber	barge
	barracks	barren	baseboard	bass
	batch	bedraggle	bearings	belief
	belligerent	belly	beloved	benefit
	benevolent	berate	berth	bicarbonate
	bifocal	bilirubin	bittersweet	bless
	bloodcurdling	blot	blouse	bluster
	boa constrictor	boiler	bonanza	bond
	bookkeeper	booty	borne	borrow
	borscht	botany	boundary	boycott
	breeches	brigand	broadcast	brush heap
	buckskin	building code	bumper	bungalow
	bushel	bust	butler	
C	cabinet	calypso	canopy	canter
	capable	capsize	capsule	carbon
	carcass	careening	carotene	carousel
	cart-ruts	cartoon	cartridge	cascade
	cash	casing	casket	catalpa
	catapult	catastrophe	catsup	caution
	celestial	cement	cemetery	central
	certificate	chafe	characteristic	chart
	charter member	chiffon	choir	cholera
	chortle	chronicle	chronoscopic	cicada
	cider	cigar	cigarette	cinch

	citizen	civil	clamber	clammy
	clamp	clash	classification	claw hammer
	close-knit	cloudburst	clove	coarse
	cockpit	coelacanth	coke	collide
	combine	commemorate	comment	compatible
	complete	complicate	comprehend	comrade
	comradeship	concept	conclude	concussion
	condor	confabulate	conference	confirm
	confront	congregate	congress	conical
	conning tower	conscience	consensus	consequently
	constable	consternation	consult	contemplate
	continuity	contour	contrail	contrivance
	converge	converse	core	corral
	correspondent	cotton to	counselor	countenance
	counterpart	coupon	courier	courteous
	criminal	crinoid	crisis	critter
	crosslot	crowbar	crumble	crutch
	cube	cubic	cubicle	cuddle
	cue	cuff	curator	curlicue
	curse			
D	dagger	dainty	dais	dazzle
	dead-stick	debate	debt	deceit
	deceive	decency	decimal	defect
	definite	deftly	dense	deny
	deposit	derby	describe	despite
	destiny	determination	detour	devil
	devour	diagonal	dictate	diesel
	differ	differentiate	dignitary	dignity

	diminishing	discard	discomfited	disconsolate
	disillusion	disjointed	dislike	dismantle
	dismount	disoriented	disregarded	distribution
	district	distrust	diversity	doe
	dogie	dominate	dormant	dormitory
	dorsal	dregs	drench	dresser
	droll	druggist	dual	dulcimer
	dumbstruck	dummy	dwarf	dwell
	dynamic			
E	ecology	economics	economy	ecstatic
	eddy	edible	eke out	elegant
	elementary	elm	emergency	empire
	employ	enrage	enterprise	entice
	entitle	enunciate	epilogue	equality
	erode	eruption	escort	estate
	etc.	eternity	evade	evaporate
	eventual	evolve	exalt	excursion
	execute	expire	explosive	expression
	extent			
F	fable	fahrenheit	false	fare
	fastidious	fatality	fathom	federal
	feigned	fell to	fellowship	ferocity
	fervent	filament	flail	flank
	flee	flimsy	fling	flintlock
	flourish	flush	flute	fodder
	fondle	foolhardy	foothill	forage
	forbearance	forbid	forecast	forfeit

	foreground	foreman	foremost	forerunner
	forge	formal	formalin	fortress
	founder	frequent	friction	frisky
	fudge	fugue		
G	gab	gain	gallump	gambol
	gangling	garter	gauze	gem
	gendarme	genuine	gigantic	gird
	girth	gland	glaze	goggles
	gossip	graduate	grammar school	grief
	groats	grocery	grudge	gullery
	gypsy			
H	hackle	haggled	hammock	hangar
	hanger	hanker	harmonica	harpoon
	harried	hassock	hatchet	haymow
	hazel	headquarters	heaven	heavenly
	hedge	heed	heirloom	helm
	helmet	helter-skelter	heroine	herpetology
	hesitant	hinder	historical	hither
	hobble	hog	hogback	holiday
	holly	homage	honorary	horror
	hostage	hostess	hostile	household
	hubbub	humid	humor	hunker
	hurtle	husk	hydrangea	hydrophobic
	hypodermic	hysterical		
I	ichthyology	identify	idol	igloo
	ignorant	illiteracy	illuminate	illustrate

	immaculate	immobilize	impassable	impersonate
	impervious	impulse	incandescent	incense
	incentive	incessant	incident	incubate
	incur	indignant	indisposition	infallible
	inflection	ingenuity	ingratitude	inhabitant
	injustice	inkling	innocent	insolent
	instruct	insulation	insurmountable	intact
	intellectual	interlude	interpret	interrogation
	intertribal	interval	intervene	intolerable
	invade	invaluable	invariably	inventory
	inward	iridescent	irreparable	
J	jardiniere	jeer	jiggle	jockey
	journalism	jowl		
K	khaki	knickers		
L	labor	lag	land mass	lard
	lather	latitude	laudible	laundry
	lavaliere	lavish	leech	leery
	legumes	leisure	lethal	letup
	liar	lilac	lineman	literature
	livestock	lobe	loom	luggage
	luminous	lump	lungfish	lute
	luxuriant	luxury	lyric	
M	macaroni	maestro	maggot	magnesium
	maintain	majority	mania	manipulate
	mannerism	market garden	marriage	marshal

	marshmallow	mass	massive	master's degree
	matinee idol	maw	maze	meander
	mechanic	medical	mediocre	medium
	mend	mental	mercy	merited
	mermaid	methodical	meticulous	metropolis
	midst	migrate	migratory	mild
	militia	militiaman	miniature	minimum
	miniscule	minister	mint	misapprehension
	miser	misfortune	misgiving	missile
	missionary	mitt	mob	moisten
	monitoring	mood	moral	muscles
	mustard	muster	mutation	mutton
	muzzle			
N	nag	naked	naval	navigate
	nebulous	nick	niece	nightmare
	nimbly	nitrogen	nomadic	nonetheless
	normal	notable	nozzle	nuisance
	nutrient	nylon	nymph	
O	oasis	obliterate	obtain	occasion
	occurrence	oceanographer	ominous	opera
	opportunity	oppose	oppress	optimism
	orator	orchestra pit	ore	orientation
	origin	originate	ornate	ornithologist
	ounce	outcrop	outskirts	outstanding
	outwardly	ovation	oversight	

P

packet
paddock
pageant
paleontology
panel
panic-stricken
pantry
paradise
parka
parquet
partially
particle
pastel
pathetic
pave
peacock
pecan
pedestal
pelting
pennant
pension
penthouse
per
perfect pitch
pericardium
periscope
persecute
persistent
personal
personality
personnel
pervaded
petrol
Ph.D
phantom
phoenix
phosphorescence
photography
pierce
pine pitch
pint
piston
pith helmet
placard
placid
plaintive
plankton
platelet
platter
plight
plumber
plural
plus
podium
poet
polar
pork
portal
porter
portray
positive
poster
posture
poverty
precede
predicament
predominantly
prejudice
premier danseur
prescribe
prestigious
presume
previous
primary
prime
procedure
prod
production line
promote
prompt
prone
pronunciation
protectorate
provision
prowl
pseudonym
public
puff adder
pulse
pun
purify
pursuit

Q

qualify
queasy
quirk
quiz
quizzical

R

radiant	radish	raft	railway
raisin	rally	ranchero	rankle
rant	rapid	rapture	rasp
raspberry	rate	raucous	ravenous
readily	reasonable	rebellious	receipt
recession	recognition	recoil	recommend
reconnaissance	recycle	referee	regal
regard	reject	registrar	relay race
relentlessly	reliable	religious	reluctant
remedy	remembrance	reminisce	remorse
remote	renown	replica	research
resemble	reservoir	residential	resignation
resigned	resolute	resort	resourceful
restless	restore	retort	retriever
reunite	reverberate	revive	revolution
revolver	rheumatic	romantic	rookery
rot	routine	rove	rubbish
rudder	rudderfish	rude	ruin
rummage	russet	rutabaga	

S

salvage	satisfaction	saucer	scan
scavenger	scheme	scorch	scorpion fish
scrape	screw	scrutinize	scuba
scuffle	scullery	sea urchin	seafaring
sear	seclusion	secrecy	secrete
secure	self-conscious	self-evident	self-expression
self-satisfy	seminary	senate	sensation
sensible	sentimental	serene	serials

sermon	serpentlike	shampoo	sheath
shepherd	shortsighted	shotgun	shower
shrimp	shudder	sickle	significant
sillabub	simultaneous	skeptical	skulk
skyscraper	slang	slat	slaughterhouse
slay	sleet	slim	sling
slush	smash	smear	smugly
snarl	snore	snuffbox	soak
soar	sob	sociology	solidarity
solitaire	sonar	soot	sophisticated
soul	spasmodic	sphere	spike
spit	splendor	spoofing	spout
spraddle	squadron	stab	staccato
stag	stage fright	stairwell	stake
standoffish	statistic	steadfast	stealthy
steel	stench	stereotype	sterilize
sterling	steroid	stockade	stolid
stoneboat	stonish	storage	stork
straightaway	strait	strategy	strawberry
strew	stroke	stubble	stun
sturdier	sturgeon	stylize	subcompact
submerge	suborder	subconscious	suburban
successor	suck	suction	suffice
sulfur	sullen	sum	supernatural
surf	surgeon	surpass	sustain
susurrate	swagger	swat	sweater
syrup			

T

tactics	tailgate	tall tale	talon
tantalize	tatter	taunt	taxidermist
teeming	tendon	tentative	terrace
tetter	text	theory	therein
thermostat	thong	thou	thrift
thrive	throughout	thrust	thus
thwart	tidy	timetable	tinny
tinsel	tint	toast	toboggan
tomb	tonic	took advantage of	
topsoil	torn	tornado	torture
tote	tow	tramcar	transaction
transfusion	trawler	tremor	trend
tribesman	trifle	tropics	truce
tumult	turnpike		

U

udder	understudy	undertow	undiminish
undulate	unduly	uneasy	unerring
uniformed	unique	unlimber	unrestrain
unruffle	unruly	urging	

V

vaccination	vacuum	vagabond	valor
vanilla	vanity	vapor	variance
variation	variety	varsity	vegetation
veil	vein	vendor	verify
vermillion	vertical	vest	vex
vicious	vigilance	violent	virtual
visualize	vitriol	vivacious	vulture

W	wad	waffle	wainscot	walkie-talkie
	wallet	walnut	wand	war bonnet
	ward	wares	wart	wary
	weasel	welter	western	westward
	wheezily	whimsical	whitewash	whopper
	willing	wince	windshield	windy
	wit	withdrawal	wolfhound	worship
	wreath	wreckage	wren	wrench
	wrestle			
XYZ	yacht	yeast	yolk	yonder
	zone	zwieback		

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